

## Appendix B

### Case Studies of the Eighteen Iowa Pilot Schools

#### *Davis County Community School District: Davis County Elementary School*

The Davis County School District, consolidated in 1960, is located in southeastern Iowa. The district serves approximately 1234 students and covers essentially the entire county. Three school buildings all located in Bloomfield, population 2601, house the district's students. The elementary and middle school are coupled on one site, while the Senior High School building is located a few blocks away. Davis Eidahl has been the principal of the elementary school, serving prekindergarten through grade four, for three years.

According to the 2001-2002 BEDS document, Davis County Elementary reported a student enrollment of 476 with 37 percent of the students receiving free or reduced priced lunches. The minority rate was recorded as three percent. The full time equivalent of 39.37 certified teachers serve this building making the student to certified teacher ratio 12.1.

#### *The Pilot Application*

The building staff held three meetings were to discuss their possible application to the TBVP pilot program. Ann Morgan, the district curriculum coordinator and technology coordinator, led the building through the decisions. The first meeting was simply to inform of the possibility of participation at the beginning of the year. The second meeting was to discuss the details. Following this meeting a committee was formed to work out the details. Finally, a third meeting was held with building staff only to vote on the proposed application. The faculty agreed to submit an application. One staff member stated, "Why wouldn't we because isn't this what we are supposed to be doing anyway?"

#### *Assessments*

The assessments administered to the students at Davis County Elementary are shown in Table B-1.

Table B-1  
Assessments Administered at Davis County Elementary School

	K	1	2	3	4
ITBS: Reading, Math, Science		Jan	Jan	Jan	Jan
CBA: Reading, Written Language, Mathematics	Sept Jan May	Sept Jan May	Sept Jan May	Sept Jan May	Sept Jan May
CBA: Phonological Assessment and Phonemic Awareness	Pre Post				
John's Reading Inventory				X	

ITBS results for the 2000-01 and 2001-02 school years are shown below. The Math Computation subtest is included because it is the subtest that most closely measures the goal regarding “mixed facts.” Note that this math subtest is not included in the Mathematics Total score.

Table B-2

ITBS results for 2000-01 and 2001-02 (Midyear National Student Norms)

Grade	Reading Comprehension		Mathematics Total		Math Computation	
	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02
1 <sup>st</sup>	NA	151.9 (1.9)	146.8 (1.6)	152.2 (1.9)	NA	NA
2 <sup>nd</sup>	168.4 (2.8)	167.2 (2.7)	166.3 (2.7)	164.1 (2.5)	158.9 (2.5)	161.1 (2.5)
3 <sup>rd</sup>	192.1 (4.2)	187.2 (3.9)	188.4 (4.0)	183.7 (3.6)	180.5 (3.6)	178.3 (3.5)
4 <sup>th</sup>	197.1 (4.5)	207.8 (5.4)	199.8 (4.8)	202.8 (4.9)	190.6 (4.4)	199.1 (4.7)

### *Goals and Goal Achievement*

Using the curriculum-based assessment (CBA) tests in phonemic awareness (kindergarten), reading fluency (grades 1 through 4), number recognition (kindergarten), and mixed facts (grades 1 through 4) students will increase their mean score from the pretest to the posttest by an amount based on an increase of the mean by ten percent over the two-year baseline average growth. The goal will be met if four of the five grade levels reach their stated goal. Staff members interviewed felt that this goal was both attainable and rigorous.

Table B-3

Results of Assessments to Measure Goals

	2 year baseline pretest mean	2 year baseline posttest mean	2 year baseline average growth	Growth goal (post minus pre times 110%)	3 year baseline pretest mean	Posttest goal	Posttest scores
Reading							
Kinder	3	15	12	13	2	15	17*
1 <sup>st</sup>	14	64	50	55	17	72	89*
2 <sup>nd</sup>	52	102	50	55	54	109	114*
3 <sup>rd</sup>	73	116	43	47	74	121	121*
4 <sup>th</sup>	93	125	32	35	97	132	140*
Math							
Kinder	8	25	17	19	9	28	28*
1 <sup>st</sup>	2	12	10	11	2	13	20*
2 <sup>nd</sup>	6	28	22	24	6	30	29
3 <sup>rd</sup>	11	24	13	14	12	25	26*
4 <sup>th</sup>	14	24	10	11	14	31	25

\*Met goal.

Every single grade at the elementary level surpassed the goal of 10% growth over the normal average growth in reading. In math, two grades missed the goal. Although Davis Co. Elementary did not meet their goals, they increased their mean score over the two-year baseline posttest mean at every grade level.

### *Compensation Plan*

The compensation plan includes both certified staff and aides with the certified staff each receiving three units and the aides each receiving one unit of the financial reward.

### *Professional Development*

Considerable emphasis has been put on reading instruction during time set aside for professional development to help teachers improve skills in teaching reading. Reading consultants from the AEA have presented reading strategies including guided reading. The training has been concrete and directed toward improving teaching strategies. Continuous improvement in this area seems to have become embedded in the daily life of the school. Evidence of supervised trials with feedback was not apparent. A guided reading library has been a priority and the parent association has provided some funding for additional books. Keeping running records has been encouraged. Study groups were formed utilizing Phase III funds to work on successful reading strategies. In-service time has also been used for a multitude of other purposes. On the date that I observed, one session was on a Saxon math adoption and another reviewed their annual improvement report for the year.

### *Enablers and Detractors*

Enablers that the Davis County Elementary has toward meeting their goals as viewed by the administration and staff:

- Reading Recovery Program implemented last year.
- Close monitoring of assessments with prompt feedback from the curriculum director.
- Data from the CBAs is shared with parents three times each year.
- Smaller class sizes in the early elementary grades.
- Guided reading program.
- Investments in quality fiction and nonfiction literature for classrooms and library.
- Supportive parents.
- Volunteer support.

Detractors that Davis County Elementary has toward meeting its goals as viewed by the administration and staff:

- The large portion of poor and uneducated families served.
- Lack of time for staff development.

### *Benefits and Concerns about TBVP*

Administrators and teachers saw the influence of TBVP as being overwhelmingly positive. The teachers interviewed reported increased teamwork. They also discussed enhanced focus on student achievement. More discussion by staff on what is working and what is not working to improve student achievement was reported. Teachers have been thinking more about the CMB scores. Seeing the goal in black and white and knowing where they want to be at the end of the year was considered motivating. The emphasis is on all students improving, not just those at the bottom. The teachers saw the associates as having a greater role in improving student achievement than in the past. The associates report feeling that they are a more integral part of the staff. The money the bonus would provide was also seen as a positive feature.

Three concerns were noted. The first concern was that one grade level could be viewed as keeping the entire building from receiving the bonus. Teachers are working hard to make sure that this does not happen. The second concern had to do with the compensation plan. The teachers felt that the preschool teacher should have been included without being required to spend extra time working with older students. Also, there were some concerns about the division of the aides who were eligible for bonuses and those who were not. Only the aides who work directly with students were included in the plan. The third concern was about the value of the TBVP program as a whole. “Most of us are in education to help students. We do our best without these incentives,” one teacher stated. Another noted that “the joy of teaching and learning are clouded by these incentives. I wouldn’t be teaching if money was my object – bonus or not.”

### *Survey Results*

Table B-4

Means and Standard Deviations for Survey Factors for All Certified Staff

Factor	Mean	Standard Deviation
Motivation	3.40	0.39
Leadership	2.60	0.88
Goals	3.50	0.43
Enablers	3.30	0.43
Value of the Program	2.80	0.42

Table B-5

Means and Standard Deviations for Survey Items for All Certified Staff

	N	Davis Co. Elementary	Mean	Std Dev
Q1	21	The size of the bonus I could receive is fair.	3.33	.483
Q2	20	It is fair for teachers who increase student achievement to receive bonuses.	3.10	.788
Q3	21	Only teachers should be included in the bonus program.	2.33	1.111
Q4	21	Our school has less chance of achieving its goals than others because of our student population.	3.00	.894

Q5	21	I receive personal satisfaction from meeting goals.	3.71	.561
Q6	21	Some teachers who do not deserve it will receive bonuses.	2.67	.966
Q7	21	It is appropriate for support staff to receive bonuses.	2.90	1.091
Q8	21	I value the recognition I can receive for achieving our goals.	3.33	.796
Q9	21	I believe that if I work hard my students will meet our student achievement goals.	3.29	.717
Q10	21	I receive personal satisfaction from my students improved performance.	3.86	.359
Q11	21	A goal for team-based variable pay is to reward accomplishments in teaching.	3.29	.956
Q12	21	I will be distressed if my students do not improve.	3.10	.625
Q13	21	I am satisfied with my job.	3.52	.602
Q14	20	The possibility of earning a bonus itself motivates me to improve student achievement.	2.80	1.005
Q15	21	Parents and community members are supportive of my teaching efforts.	3.38	.740
Q16	21	Meeting student achievement goals is a source of professional pride.	3.71	.463
Q17	21	There has been adequate communication to staff about the bonus process and program.	2.95	1.117
Q18	21	The principal works with us to achieve our accountability goals.	2.24	1.136
Q19	21	The principal is supportive of my teaching efforts.	2.86	1.062
Q20	21	I have a high likelihood of receiving a bonus.	3.19	.750
Q21	21	I am satisfied with my salary.	2.00	1.095
Q22	21	A \$1000 bonus is desirable.	3.57	.598
Q23	20	If the bonus were increased to \$3000 my motivation to meet our school's goals would greatly increase.	3.25	.716
Q24	17	There will be no penalty for schools who do not meet their objectives as a result of team-based variable pay.	3.00	1.000
Q25	21	The team-based variable pay pilot has led to a greater focus on achievement in my school.	3.05	.865
Q26	21	Our school's student achievement goals are specific.	3.71	.463
Q27	21	The student achievement goals provide strong focus for our work.	3.38	.669
Q28	21	Our school's student achievement goals are attainable.	3.48	.512
Q29	21	I have the content knowledge needed to improve student achievement.	3.57	.746
Q30	21	I have the teaching skills needed to improve student achievement.	3.76	.436
Q31	20	There is an undo focus on helping low students improve.	2.20	.768
Q32	21	The assessments we use to measure our goals are fair.	3.38	.740
Q33	21	Our school's student achievement goals are challenging.	3.57	.507
Q34	20	The curriculum drives what takes place in the classroom.	3.30	.470
Q35	20	I asked more from my students this year.	2.95	.945
Q36	21	Higher teacher compensation will result in higher student achievement.	2.71	.784
Q37	21	I am doing things differently as a result of the team-based variable pay pilot project.	2.43	.676
Q38	21	Students' performance will increase as a result of my school's participation in the team-based variable pay pilot program.	2.86	.573

Q39	21	My school focused more on student success as a result of team-based variable pay.	2.95	.669
Q40	20	Student achievement improved in our school during the past year.	3.30	.657
Q41	21	Teamwork in our school was increased as a result of our participation in the team-based variable pay pilot.	2.29	.956
Q42	21	Teachers work together and help each other try to improve student achievement.	2.76	1.044
Q43	21	I need better understanding of student achievement data.	2.57	.746
Q44	21	Because of the emphasis on testing our curriculum has become too narrow.	2.24	.995
Q45	21	Team-based variable pay has not resulted in much change at my school.	2.38	.805
Q46	12	The principal is an academic leader in my school.	1.92	1.084
Q47	21	Objectives based on standardized tests force teachers to teach the test.	2.38	1.024
Q48	21	Team-based variable pay requires a lot of extra work.	2.10	.700
Q49	21	Participation in the team-based variable pay pilot greatly increased the stress and pressure I felt this year.	2.00	.949
Q50	21	I receive sufficient professional development at my school.	2.48	1.030
Q51	21	I would work just as hard to achieve our school's accountability goals even without the possibility of receiving a bonus.	3.48	.873
Q52	21	The bonus part of the accountability program should be continued.	3.48	.750

*Davis County Community School District: Davis County Middle School*

The Davis County School District, consolidated in 1960, is located in southeastern Iowa. The district serves approximately 1234 students and covers essentially the entire county. Three school buildings all located in Bloomfield, population 2601, house the district's students. The elementary and middle school are coupled on one site, while the Senior High School building is located a few blocks away. Sam Miller is in his first year as the principal of the middle school serving grades five through eight. Mr. Miller has been employed by the district for four years. Previously he served as the high school principal.

According to the 2001-2002 BEDS document, Davis County Middle School reported a student enrollment of 376 with 32 percent of the students receiving free or reduced priced lunches. The minority rate was recorded as two percent. The full time equivalent of 24.05 certified teachers serve this building making the student to certified teacher ratio 15.6.

*The Pilot Application*

Three meetings were held with the building staff to discuss their possible application to the TBVP pilot program. Ann Morgan, the district curriculum coordinator and technology coordinator, led the building through the decisions. The first meeting was simply to inform of the possibility of participation at the beginning of the year. The second meeting was to discuss the details. Following this meeting a committee was formed to work out the details. Finally, a third meeting was held with building staff only to vote on the proposed application. The faculty agreed to submit an application.

*Assessments*

The assessments administered to the students at Davis County Middle School are shown in Table B-6.

Table B-6

Assessments Administered at Davis County Middle School

	5	6	7	8
ITBS: Reading, Math, Science	Jan	Jan	Jan	Jan
CBA: Reading, Written Language, Mathematics	Sept May	Sept May	Sept May	Sept May

Table B-7 shows the ITBS results for the past two years. Computation subtest is included because it is the subtest that most closely correlates with the goal regarding

“mixed facts.” Note that this math subtest is not included in the Mathematics Total score.

Table B-7

ITBS results for 2000-01 and 2001-02 (Midyear National Student Norms)

Grade	Reading Comprehension		Mathematics		Math Computation	
	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02
5 <sup>th</sup>	215.2 (5.9)	211.0 (5.6)	212.2 (5.7)	210.9 (5.5)	198.9 (4.7)	194.9 (4.5)
6 <sup>th</sup>	223.2 (6.5)	222.2 (6.4)	223.4 (6.6)	228.5 (6.9)	220.6 (6.5)	218.1 (6.2)
7 <sup>th</sup>	237.1 (7.7)	235.3 (7.5)	240.5 (8.0)	240.9 (7.9)	236.9 (7.7)	230.4 (7.1)
8 <sup>th</sup>	250.1 (8.8)	251.1 (8.9)	253.1 (9.0)	255.9 (9.4)	243.1 (8.3)	241.4 (8.0)

### *Goals and Goal Achievement*

Using the curriculum-based assessment (CBA) tests in reading and mixed facts students will increase their mean score from the pretest to the posttest by an amount based on an increase of the mean by ten percent over the two year baseline average growth. The goal will be met if three of the four grade levels reach their stated goal. Staff members interviewed felt that this goal was attainable. They were unsure if the goal could be considered rigorous or not.

Table B-8

Results of Assessments to Measure Goals

	2 year baseline pretest mean	2 year baseline posttest mean	2 year baseline average growth	Growth goal (post minus pre times 110%)	3 year baseline pretest mean	Posttest goal	Posttest scores
Reading							
5 <sup>th</sup>	96	127	31	34	97	131	121
6 <sup>th</sup>	116	137	21	23	118	141	141*
7 <sup>th</sup>	117	147	30	33	119	152	147
8 <sup>th</sup>	145	168	23	25	148	173	172
Math							
5 <sup>th</sup>	16	29	13	14	16	30	30*
6 <sup>th</sup>	19	35	16	18	21	39	35
7 <sup>th</sup>	29	41	12	13	32	45	60*
8 <sup>th</sup>	34	47	13	14	36	50	65*

\*Met goal.

The math scores made large jumps at some grade levels. The students matched or surpassed the normal growth in reading and math, but did not meet the 10% above goal. Note that although the goals in grades seven and eight were not met, the posttest scores increased over the past two years.



### *Compensation Plan*

The compensation plan includes both certified staff and aides with the certified staff each receiving three units and the aides each receiving one unit of the financial reward.

### *Professional Development*

Considerable emphasis has been put on reading instruction during time set aside for professional development to help teachers improve skills in teaching reading. Reading consultants from the AEA have presented reading strategies including guided reading. The training has been concrete and directed toward improving teaching strategies. Continuous improvement in this area seems to have become embedded in the daily life of the school. Evidence of supervised trials with feedback was not apparent. A guided reading library has been a priority and the parent association has provided some funding for additional books. In-service time has also been used for a multitude of other purposes. On the date that I observed, one session was on a Saxon math adoption and another reviewed their annual improvement report for the year.

### *Enablers and Detractors*

Enablers that the Davis County Middle School has toward meeting their goals as viewed by the administration and staff:

- After school LEARN program designed to help students with their work and organizational skills.
- Integration of reading into other core areas.
- More funds spent to help the lowest 20 percent of the students.
- Supportive parents.
- Volunteer support.

Detractors that Davis County Middle School has toward meeting its goals as viewed by the administration and staff:

- The large portion of poor and uneducated families that they serve
- Lack of time for staff development.

### *Benefits and Concerns about TBVP*

While administrators and teachers saw the influence of TBVP as being positive, the teachers stated that nothing was really different at their school this year. However, the teachers interviewed did report increased teamwork. The administration also noted that the awareness of the staff was raised. The teachers discussed the motivating effects of the goals in terms of the pretest and posttest. The difference in the students' scores at the beginning of the year and the end of the year is a source of

pride for the teachers. They are working together to make sure that “no kids fall through the cracks.”

The one concern noted was that teachers were made to jump through another hoop in order to receive additional pay. The belief was that teachers should be recognized for what they do and be compensated accordingly without additional requirements.

### *Survey Results*

Table B-9

Means and Standard Deviations for Survey Factors for All Certified Staff

Factor	Mean	Standard Deviation
Motivation	3.34	0.39
Leadership	3.10	0.60
Goals	3.33	0.41
Enablers	3.40	0.44
Value of the Program	2.73	0.61

Table B-10

Means and Standard Deviations for Survey Items for All Certified Staff

	N	Davis County Middle School	Mean	Std Dev
Q1	16	The size of the bonus I could receive is fair.	3.13	.806
Q2	17	It is fair for teachers who increase student achievement to receive bonuses.	3.41	.618
Q3	17	Only teachers should be included in the bonus program.	2.06	1.088
Q4	17	Our school has less chance of achieving its goals than others because of our student population.	2.12	1.111
Q5	17	I receive personal satisfaction from meeting goals.	3.53	.800
Q6	17	Some teachers who do not deserve it will receive bonuses.	2.94	1.088
Q7	17	It is appropriate for support staff to receive bonuses.	2.88	1.166
Q8	17	I value the recognition I can receive for achieving our goals.	3.53	.717
Q9	17	I believe that if I work hard my students will meet our student achievement goals.	3.35	.702
Q10	17	I receive personal satisfaction from my students improved performance.	3.71	.588
Q11	17	A goal for team-based variable pay is to reward accomplishments in teaching.	3.35	.493
Q12	17	I will be distressed if my students do not improve.	2.94	.748
Q13	17	I am satisfied with my job.	3.29	.686
Q14	17	The possibility of earning a bonus itself motivates me to improve student achievement.	2.88	.857
Q15	16	Parents and community members are supportive of my teaching efforts.	3.31	.602
Q16	17	Meeting student achievement goals is a source of professional pride.	3.47	.800
Q17	17	There has been adequate communication to staff about the bonus process and program.	3.06	.827
Q18	17	The principal works with us to achieve our accountability goals.	2.94	.748
Q19	17	The principal is supportive of my teaching efforts.	3.41	.870

Q20	17	I have a high likelihood of receiving a bonus.	3.12	.781
Q21	17	I am satisfied with my salary.	2.00	1.118
Q22	16	A \$1000 bonus is desirable.	3.44	.892
Q23	17	If the bonus were increased to \$3000 my motivation to meet our school's goals would greatly increase.	3.29	.772
Q24	16	There will be no penalty for schools who do not meet their objectives as a result of team-based variable pay.	2.50	.730
Q25	17	The team-based variable pay pilot has led to a greater focus on achievement in my school.	2.65	.702
Q26	17	Our school's student achievement goals are specific.	3.53	.514
Q27	17	The student achievement goals provide strong focus for our work.	3.00	.707
Q28	17	Our school's student achievement goals are attainable.	3.41	.507
Q29	17	I have the content knowledge needed to improve student achievement.	3.59	.618
Q30	17	I have the teaching skills needed to improve student achievement.	3.76	.437
Q31	16	There is an undo focus on helping low students improve.	2.44	.964
Q32	17	The assessments we use to measure our goals are fair.	3.47	.514
Q33	17	Our school's student achievement goals are challenging.	3.24	.562
Q34	17	The curriculum drives what takes place in the classroom.	3.24	.752
Q35	17	I asked more from my students this year.	3.12	.857
Q36	17	Higher teacher compensation will result in higher student achievement.	2.65	.862
Q37	17	I am doing things differently as a result of the team-based variable pay pilot project.	2.29	.985
Q38	17	Students' performance will increase as a result of my school's participation in the team-based variable pay pilot program.	2.76	.970
Q39	17	My school focused more on student success as a result of team-based variable pay.	2.53	1.007
Q40	16	Student achievement improved in our school during the past year.	3.19	.544
Q41	17	Teamwork in our school was increased as a result of our participation in the team-based variable pay pilot.	2.41	.795
Q42	17	Teachers work together and help each other try to improve student achievement.	3.00	.791
Q43	17	I need better understanding of student achievement data.	2.76	.664
Q44	16	Because of the emphasis on testing our curriculum has become too narrow.	2.06	.854
Q45	16	Team-based variable pay has not resulted in much change at my school.	2.75	.577
Q46	10	The principal is an academic leader in my school.	2.80	1.033
Q47	17	Objectives based on standardized tests force teachers to teach the test.	2.65	.606
Q48	17	Team-based variable pay requires a lot of extra work.	2.12	.697
Q49	17	Participation in the team-based variable pay pilot greatly increased the stress and pressure I felt this year.	1.82	.636
Q50	17	I receive sufficient professional development at my school.	3.18	.883
Q51	17	I would work just as hard to achieve our school's accountability goals even without the possibility of receiving a bonus.	3.41	.618
Q52	17	The bonus part of the accountability program should be continued.	3.65	.786

*Des Moines Independent Community School District: Oak Park Elementary School*

The Des Moines Independent Community School District is one of the few urban districts in the state of Iowa. Located near the center of the state in Des Moines, population 198,682, the district serves approximately 32,000 students. Oak Park, enrollment 411, is one of approximately 40 elementary schools in the district. Al Burrows is the principal of the kindergarten through grade five school. Mr. Burrows has served the school district for seven years.

According to the 2001-2002 BEDS document, Oak Park Elementary School reports that 57 percent of the students receive free or reduced priced lunches. The minority rate is 26 percent with most of the minority students either African American (41%) or Hispanic (43%). The school population also includes some Caucasian limited English Proficient (LEP) students the bulk of whom came from Bosnia. The full time equivalent of 32.4 teachers serve this building making the student to certified teacher ratio 12.7. The mobility rate (2000-2001 data) was 27 percent.

*The Pilot Application*

Administrators in the Des Moines School District began considering the possibility of participating in the TBVP Pilot in July. After conferring with the school board, senior administrators discussed the program with building principals. Mr. Burrows had also been following the teacher pay plan as it progressed through the legislature. After discussing the possibility of submitting an application from the Director of Elementary Education, he shared this opportunity with his staff on the first day of in-service following summer break. He told them that his understanding was that the school sets goals, they work as a team, they accomplish the goals, and they get paid. His suggestion was that since they are already doing this they should submit an application. The teachers were concerned that the project might mean lots of extra work for themselves or Mr. Burrows. A vote was taken and everyone agreed to tender an application.

*Assessments*

The assessments administered to the students are shown in Table B-11.

Table B-11

## Assessments Administered at Oak Park Elementary School

	K	1	2	3	4	5
ITBS: Reading, Math, Science				Nov	Nov	Nov
Modified Kindergarten Assessment (Reading and Math)	Sept May					
Reading-Text Level Assessment		Sept May				
CRT – Reading, Literacy Place Tests (Scholastic)			Sept May	Sept May	Sept May	Sept May
CRT – Mathematics		Sept May	Sept May	Sept May	Sept May	Sept May

Table B-12

## ITBS results for 2000-01 and 2001-02 (Fall National Student Norms)

Grade	Reading Comprehension		Mathematics	
	2000-01*	2001-02	2000-01*	2001-02
3 <sup>rd</sup>	176.6 (3.3)	172.4 (3.0)	183.0 (3.7)	173.7 (3.1)
4 <sup>th</sup>	197.3 (4.5)	191.1 (4.1)	201.4 (4.8)	192.5 (4.2)
5 <sup>th</sup>	210.6 (5.6)	209.5 (5.5)	217.5 (6.2)	211.2 (5.5)

\*Midyear National Student Norms

*Goals and Goal Achievement*

Oak Park's goals are based on their criterion-referenced tests. Their reading goal is that eighty percent of Oak Park students in grades 1 through 5 will be reading on grade level at the end of the year. This is a five percent increase over last year's reading goal. Their math goal states that eighty-five percent of Oak Park students in grades 1 through 5 will achieve on grade level status in mathematics. This is also a five- percent growth over last year's goal.

Table B-13

## Percent of Students (Grades 1 through 5)

## Passing Their End of Year Grade Level Assessment

Reading		Mathematics	
Pretest (Sept)	Posttest (May)	Pretest (Sept)	Posttest (May)
11.2%	85.8% *	4.4%	86.4% *

\*Met goals.

*Compensation Plan*

The certified staff agreed that all staff at Oak Park School would be included in the distribution of the pay as all staff members contribute to reaching the student

achievement goals. All regular and part-time employees including teacher, nurses, counselors, support staff, associates, clerical staff, custodial staff, food service staff, and the principal will participate in the pay plan. The pay will be prorated by full time equivalency and length of service during the school year of participation.

### *Professional Development*

Improving reading was the theme for most of the in-house staff development during the year. District staff and Oak Park staff presented many strategies during the year. The research-based strategies would be considered proximal to the classroom and were aimed toward the goal of improving student learning. The training was concrete and included suggested implementation techniques. Ongoing support was implied. Evidence that continuous inquiry and improvement has become embedded in the daily life of the school was apparent. Feedback and supervised trials were not evident. Many staff members were also involved in their own individual staff development activities.

### *Enablers and Detractors*

Enablers that Oak Park Elementary has toward meeting their goals as viewed by the administration and staff:

- Program designed to accelerate reading achievement.
- Participation by teachers of specials (art, music, physical education) including word walls and pattern recognition activities.
- Stop, Drop, and Read.
- Reading mentors.
- Before school reading box.
- Kitchen manager reading out loud during lunchtime.
- Custodian encouraging students and reading with students.
- School wide model for Title I and Special Education.
- Oak PAS, a computer database of test scores that help to determine the mode of delivery for a child's reading instruction.
- Teaching and Learning Communities (TLC).
- Strong parent support.
- Looping.
- Three-year multiage class.
- Use of an action research model.
- Collaboration time set for and by teachers.
- Character Counts.
- Teacher study groups include groups discussing retention of learning and multiple intelligences, early childhood best practices, year round schooling, technology enhancement, parent involvement, and infrastructure.

Detractors that Oak Park Elementary has toward meeting its goals as viewed by the administration and staff:

- Mobility rate.

- Lack of time to talk, plan, and learn about best practices.

### *Benefits and Concerns about TBVP*

Some teachers noted that there was more collaboration. The staff was spending more time analyzing what children were learning and discussing how to help students who were not doing well. Teachers appreciated that the entire staff was included and working together in TBVP. A staff member noted that every employee with no demarcation line was included in the team effort to improve student achievement. One teacher discussed the cafeteria manager reading with the students, mentors reading with the students, and the participation of the Parent Teacher Association. The improved use of assessments was also discussed. Teachers are become better at using assessments and probes to group, regroup, and reteach. Other teachers felt that nothing was really different this year. They stated that since they were setting goals anyway they might as well get something out of it. The same teachers stated that they liked a reward system based on teachers' hard work toward an achievable goal.

Teachers were concerned that TBVP did not contribute to the staff being viewed as professional. Apprehensions were raised that they would be viewed as teaching only for the money. One teacher was fearful that TBVP would just be a precursor to an individual merit pay system. Another teacher was concerned that she would read in the media that scores went up because the teachers got more money. The same teacher also felt that decision-makers should spend time seeing what teachers deal with everyday. She was troubled that judgements made about the education system are not always best for a single child. A second teacher suggested that legislators should spend one week in the classroom because one day was not enough to understand the scope of a teacher's job. A third teacher noted that no one in education is in it for the money, but added, "of course, that doesn't mean that we're so unintelligent we'd turn own extra pay. We all believe teacher salaries are low so this 'incentive' is earned, not a bonus."

Another area of concern was the problems caused by making judgements on test scores only. Test scores were seen as a very limited measure. Teachers were concerned that low students would make considerable gains, but because they were still below grade level the gains would not be recognized.

Teachers were also concerned that student factors such as their high mobility rate should be taken into consideration. One stated that, "there are too many out of school situations which limit our students' ability to learn or their attitudes toward learning. Fix the families and the schools!"

### *Survey Results*

Table B-14

Means and Standard Deviations for Survey Factors for All Certified Staff

Factor	Mean	Standard Deviation
Motivation	3.16	0.39
Leadership	3.22	0.75
Goals	3.34	0.38
Enablers	3.17	0.51
Value of the Program	2.67	0.66

Table B-15

Means and Standard Deviations for Survey Items for All Certified Staff

		Des Moines, Oak Park Elementary		
Q1	22	The size of the bonus I could receive is fair.	2.73	.827
Q2	21	It is fair for teachers who increase student achievement to receive bonuses.	2.57	.870
Q3	22	Only teachers should be included in the bonus program.	1.68	.995
Q4	22	Our school has less chance of achieving its goals than others because of our student population.	1.91	.811
Q5	22	I receive personal satisfaction from meeting goals.	3.68	.477
Q6	22	Some teachers who do not deserve it will receive bonuses.	2.41	1.054
Q7	22	It is appropriate for support staff to receive bonuses.	3.64	.727
Q8	22	I value the recognition I can receive for achieving our goals.	2.82	1.006
Q9	22	I believe that if I work hard my students will meet our student achievement goals.	3.36	.790
Q10	22	I receive personal satisfaction from my students improved performance.	3.77	.429
Q11	21	A goal for team-based variable pay is to reward accomplishments in teaching.	2.71	.956
Q12	22	I will be distressed if my students do not improve.	3.18	.733
Q13	22	I am satisfied with my job.	3.18	.853
Q14	22	The possibility of earning a bonus itself motivates me to improve student achievement.	1.95	.899
Q15	22	Parents and community members are supportive of my teaching efforts.	2.95	.722
Q16	22	Meeting student achievement goals is a source of professional pride.	3.77	.429
Q17	22	There has been adequate communication to staff about the bonus process and program.	2.91	1.019
Q18	22	The principal works with us to achieve our accountability goals.	3.50	.598
Q19	22	The principal is supportive of my teaching efforts.	3.23	.922
Q20	21	I have a high likelihood of receiving a bonus.	3.00	.632
Q21	21	I am satisfied with my salary.	2.57	.926
Q22	21	A \$1000 bonus is desirable.	3.10	.995
Q23	21	If the bonus were increased to \$3000 my motivation to meet our school's goals would greatly increase.	2.00	.949
Q24	22	There will be no penalty for schools who do not meet their objectives as a result of team-based variable pay.	2.91	1.109
Q25	22	The team-based variable pay pilot has led to a greater focus on achievement in my school.	2.50	.964
Q26	22	Our school's student achievement goals are specific.	3.68	.477
Q27	22	The student achievement goals provide strong focus for our	3.64	.492



		work.		
Q28	22	Our school's student achievement goals are attainable.	3.16	.864
Q29	22	I have the content knowledge needed to improve student achievement.	3.50	.598
Q30	22	I have the teaching skills needed to improve student achievement.	3.59	.734
Q31	21	There is an undo focus on helping low students improve.	2.48	.981
Q32	22	The assessments we use to measure our goals are fair.	2.73	.631
Q33	22	Our school's student achievement goals are challenging.	3.50	.740
Q34	20	The curriculum drives what takes place in the classroom.	3.35	.875
Q35	21	I asked more from my students this year.	2.52	1.078
Q36	21	Higher teacher compensation will result in higher student achievement.	2.29	.956
Q37	22	I am doing things differently as a result of the team-based variable pay pilot project.	1.91	.971
Q38	21	Students' performance will increase as a result of my school's participation in the team-based variable pay pilot program.	2.38	.973
Q39	21	My school focused more on student success as a result of team-based variable pay.	2.48	1.209
Q40	21	Student achievement improved in our school during the past year.	3.38	.805
Q41	21	Teamwork in our school was increased as a result of our participation in the team-based variable pay pilot.	2.76	1.044
Q42	22	Teachers work together and help each other try to improve student achievement.	3.73	.456
Q43	22	I need better understanding of student achievement data.	2.27	.985
Q44	22	Because of the emphasis on testing our curriculum has become too narrow.	2.82	1.006
Q45	22	Team-based variable pay has not resulted in much change at my school.	2.27	1.120
Q46	13	The principal is an academic leader in my school.	3.62	.870
Q47	22	Objectives based on standardized tests force teachers to teach the test.	2.77	.973
Q48	21	Team-based variable pay requires a lot of extra work.	2.19	1.030
Q49	21	Participation in the team-based variable pay pilot greatly increased the stress and pressure I felt this year.	2.14	1.062
Q50	22	I receive sufficient professional development at my school.	2.45	1.184
Q51	22	I would work just as hard to achieve our school's accountability goals even without the possibility of receiving a bonus.	3.91	.294
Q52	21	The bonus part of the accountability program should be continued.	3.29	.845

*Griswold Community School District: Elliott Elementary School*

The Griswold School District is a rural district located in southwest Iowa. The district serves approximately 694 students in two elementary buildings, located in Elliott, population 402, and Lewis, and one middle/high school located in Griswold. The participating school, Elliott, is the smaller of the two elementary schools with an enrollment of 133 students. The same principal, Betty Johnston, serves both of the elementary buildings located about 14 miles apart. Ms. Johnston has been with the district for 18 years.

According to the 2001-2002 BEDS document, Griswold Elementary School has 31 percent of its students receiving free or reduced priced lunches. The minority rate is three percent. The full time equivalent of 10 teachers serve this building making the student to certified teacher ratio 13.3.

*The Pilot Application*

Ms. Johnston found out details of the Team-based Variable Pay project through a meeting that she attended with other district administrators. She decided that she would like for the Elliott building to participate in order to compensate them for work that they were already doing. Ms. Johnston stated that she went to the staff and said that if it was all right, she would send in the application.

*Assessments*

The assessments administered to the students are shown in Table B-16.

Table B-16

Assessments Administered at Elliott Elementary School

	K	1	2	3	4	5
ITBS: Reading, Math, Science		March	March	March	March	March
Northwest Evaluation Assessments in Reading and Math			Sept April	Sept April	Sept April	Sept April
Gates MacGinite Reading Tests		May	May	May	May	May

*Goals and Goal Results*

The reading goals for Elliott Elementary are multiple:

- Students in grades two through five will show a mean growth of one year in reading on the ITBS from April 2001 to April 2002.
- Students in grades three through five will show a mean of the median RIT gain in reading as compared to the NWEA national norms from fall 2001 to spring 2002.

- Students in first grade on will show a growth of seven months in reading on the Gates MacGinitie tests. Students in grades two through five will show a mean gain of one year.

The mathematics goals are also multiple:

- Students in grades two through five will show a mean growth of one year in math on the ITBS from April 2001 to April 2002.
- Students in grades three through five will show a mean of the median RIT gain in math as per NWEA national norms from fall 2001 to spring 2002.
- Math scores for first grade students on the ITBS will show a mean of 1.8.

Only students who have been in the building for pre and post testing dates will be used in the data.

Table -17

NWEA Growth in Student Achievement, RIT Medians

	Norms	Norms		00-01	00-01	00-01	01-02	01-02	01-02
	Fall	Spring	Change	Fall	Spring	Change	Fall	Spring	Change
2 <sup>nd</sup>	177	192	15		187	NA		185	NA
3 <sup>rd</sup>	188	198	10	193	205	12	187	195	8
4 <sup>th</sup>	199	205	6	203	212	9	202	206	4
5 <sup>th</sup>	206	212	6	207	215	8	207	210	3
	Norms	Norms		00-01	00-01	00-01	01-02	01-02	01-02
	Fall	Spring	Change	Fall	Spring	Change	Fall	Spring	Change
2 <sup>nd</sup>	176	192	16		183	NA		186	NA
3 <sup>rd</sup>	188	200	12	184	202	18	191	196	5
4 <sup>th</sup>	199	208	9	202	209	7	201	207	6
5 <sup>th</sup>	207	215	8	202	211	9	208	212	4

Table B-18

Gates MacGinitie Test Results

Grade	2001 GE	2002 GE	Growth	%Above Grade Level	%Below Grade Level
1 <sup>st</sup> Average	1.25	1.95	1.26*	19 (95%)	1 (5%)
2 <sup>nd</sup> Average	1.97	2.82	0.85	11 (65%)	6 (35%)
3 <sup>rd</sup> Average	2.94	3.58	0.72	11 (48%)	12 (52%)
4 <sup>th</sup> Average	5.36	5.91	0.62	11 (55%)	9 (45%)
5 <sup>th</sup> Average	5.51	5.88	0.60	14 (64%)	8 (36%)
Total	3.41	4.03	0.81	66 (65%)	36 (35%)

\*Met goal

### *Compensation Plan*

Financial awards will be shared with all staff members including classified and certified staff members using a differentiated award system as follows:

- Staff members working directly with the students and data, attending all staff development hours will receive a share of one. This will include classroom teachers, Resource, Title I teacher, Title I paraprofessional, and principal.

- Staff members working with students and data directly involved with the goals, preparing staff development, but not attending all staff development hours will receive a 0.75 share. This includes the technology strategist, guidance counselor, and special education paraprofessional.
- Staff members working with students, supporting the goals, collecting data, and attending some of the staff development will receive a 0.5 share. This includes teachers of art, music, PE, media, and the secretary.
- Staff members who will support the goals through indirect ways and not required to attend the staff meetings will receive a 0.25 share. This will include the cooks, custodian, technology coordinator, and business manager.

### *Professional Development*

Staff development in Every Child Reads is ongoing. Eight staff members went to a two and a half-day workshop in June. Forty hours of staff development was planned and implemented to further reading strategy development. The focus of professional development in the building this year is reading. Additional staff development was also implemented centering on technology and mathematics. The focal point of staff development is instruction and curriculum. Theory and modeling are included. Time for collaboration is provided. Continuous inquiry and improvement seem to be embedded in the daily life of the school. Supervised trials and evaluation on teacher effectiveness are not evident.

### *Enablers and Detractors*

Enablers that Elliott Elementary has toward meeting their goals as viewed by the administration and staff:

- Reporting out to parents critical competencies.
- Multiage classes in first and second grade.
- Technology challenge grant.
- Reading Recovery program.
- Every Child Reads.
- Accelerated Math.
- Tiger Traits emphasizing respect, responsibility for oneself, resolve conflicts positively, and pride to maintain a building culture of positive attitudes and consistent discipline.
- School Wide Action Research on reading goals.
- Faculty study teams.

Detractors that Elliott Elementary has toward meeting its goals as viewed by the administration and staff:

- Time.
- Economic cutbacks of the state hurting morale.

### *Benefits and Concerns about TBVP*

The staff felt that one of the benefits was that everyone would be held accountable. The pilot encouraged team effort. They found that the extra pay gave them extra incentive and motivation. One teacher noted that it is nice to be compensated for their hard work.

A concern was raised that some people work harder than others do and will still get the same bonus. One teacher noted that it would be easy to let someone else take over and just go along for the ride, but she was quick to add that that was not happening at Elliott this year. Another certified staff member also took issue with the program. “While I believe teaching salaries should be raised and a merit pay for student achievement would be appropriate, this seems to me to be the worst of both worlds: variable pay without individual accountability.”

### *Survey Results*

Table B-19

Means and Standard Deviations for Survey Factors for All Certified Staff

Factor	Mean	Standard Deviation
Motivation	3.20	0.36
Leadership	3.40	0.39
Goals	3.14	0.35
Enablers	3.11	0.44
Value of the Program	2.94	0.36

Table B-20

Means and Standard Deviations for Survey Items for All Certified Staff

		Griswold, Elliott	Mean	Std Dev
Q1	12	The size of the bonus I could receive is fair.	3.08	.669
Q2	13	It is fair for teachers who increase student achievement to receive bonuses.	3.31	.480
Q3	13	Only teachers should be included in the bonus program.	2.23	.832
Q4	12	Our school has less chance of achieving its goals than others because of our student population.	2.58	1.165
Q5	13	I receive personal satisfaction from meeting goals.	3.69	.480
Q6	13	Some teachers who do not deserve it will receive bonuses.	2.69	.630
Q7	13	It is appropriate for support staff to receive bonuses.	3.00	.707
Q8	13	I value the recognition I can receive for achieving our goals.	3.08	.641
Q9	13	I believe that if I work hard my students will meet our student achievement goals.	3.15	.555
Q10	13	I receive personal satisfaction from my students improved performance.	3.54	.660
Q11	13	A goal for team-based variable pay is to reward accomplishments in teaching.	2.69	.480
Q12	13	I will be distressed if my students do not improve.	3.15	.689
Q13	13	I am satisfied with my job.	3.38	.506
Q14	13	The possibility of earning a bonus itself motivates me to improve student achievement.	2.46	.776
Q15	13	Parents and community members are supportive of my teaching efforts.	3.08	.760
Q16	13	Meeting student achievement goals is a source of professional	3.62	.506

		pride.		
Q17	13	There has been adequate communication to staff about the bonus process and program.	2.85	.555
Q18	13	The principal works with us to achieve our accountability goals.	3.54	.519
Q19	13	The principal is supportive of my teaching efforts.	3.69	.480
Q20	13	I have a high likelihood of receiving a bonus.	3.31	.630
Q21	13	I am satisfied with my salary.	2.54	.776
Q22	13	A \$1000 bonus is desirable.	3.38	.650
Q23	13	If the bonus were increased to \$3000 my motivation to meet our school's goals would greatly increase.	2.85	.987
Q24	13	There will be no penalty for schools who do not meet their objectives as a result of team-based variable pay.	2.62	.650
Q25	13	The team-based variable pay pilot has led to a greater focus on achievement in my school.	3.08	.641
Q26	13	Our school's student achievement goals are specific.	3.15	.555
Q27	13	The student achievement goals provide strong focus for our work.	3.23	.439
Q28	13	Our school's student achievement goals are attainable.	3.08	.277
Q29	13	I have the content knowledge needed to improve student achievement.	3.08	.641
Q30	13	I have the teaching skills needed to improve student achievement.	3.15	.555
Q31	13	There is an undo focus on helping low students improve.	2.08	.641
Q32	13	The assessments we use to measure our goals are fair.	3.00	.408
Q33	13	Our school's student achievement goals are challenging.	3.23	.439
Q34	13	The curriculum drives what takes place in the classroom.	2.92	.760
Q35	13	I asked more from my students this year.	2.92	.494
Q36	13	Higher teacher compensation will result in higher student achievement.	2.38	.650
Q37	13	I am doing things differently as a result of the team-based variable pay pilot project.	2.77	.599
Q38	13	Students' performance will increase as a result of my school's participation in the team-based variable pay pilot program.	3.00	.408
Q39	13	My school focused more on student success as a result of team-based variable pay.	2.92	.494
Q40	13	Student achievement improved in our school during the past year.	3.15	.376
Q41	13	Teamwork in our school was increased as a result of our participation in the team-based variable pay pilot.	2.92	.760
Q42	13	Teachers work together and help each other try to improve student achievement.	3.31	.480
Q43	13	I need better understanding of student achievement data.	2.08	.494
Q44	13	Because of the emphasis on testing our curriculum has become too narrow.	2.38	.650
Q45	13	Team-based variable pay has not resulted in much change at my school.	2.08	.494
Q46	10	The principal is an academic leader in my school.	3.50	.527
Q47	13	Objectives based on standardized tests force teachers to teach the test.	2.54	.660
Q48	13	Team-based variable pay requires a lot of extra work.	2.92	.862
Q49	13	Participation in the team-based variable pay pilot greatly increased the stress and pressure I felt this year.	2.69	.751
Q50	13	I receive sufficient professional development at my school.	3.31	.630

Q51	13	I would work just as hard to achieve our school's accountability goals even without the possibility of receiving a bonus.	3.31	.480
Q52	13	The bonus part of the accountability program should be continued.	3.31	.751

*Johnston Community School District: Johnston High School*

The Johnston Community School District is located in Johnston, population 8,649, a northern suburb of Des Moines in central Iowa. The growing district serves approximately 4,416 students. One high school building, grades nine through twelve, is contained in the district and houses about 1291 students. The Johnston High School is fed by one middle school located on the property adjacent to it. Bruce Hukee has been principal of the school for three years. Two other schools in this district, Johnston Middle School and Lawson Elementary, were also accepted into the Team-Based Variable Pay Pilot.

According to the 2001-2002 BEDS document, Johnston High School reported that less than three percent of its students receive free or reduced priced lunches. Most of the students served by the Johnston schools are middle to upper middle class. The minority rate is seven percent. About half of the minority students are of Asian or Pacific Islander decent. The rest of the minority students are either Hispanic or Black. The full time equivalent of 75.4 certified teachers serve this building making the student to certified teacher ratio 17.1.

*The Pilot Application*

The first step in the decision on whether or not to apply to become a pilot school was to present the information to the staff. Multiple groups were addressed including the building improvement team, the staff senate, and individual teachers. Many of the staff had been following the legislation in the newspaper and through the state website. The decision to participate was made without much dissent. A more difficult decision was the division of the pay. Many of the staff believed that many different types of positions should be involved in receiving pay because they make the school successful with kids. The staff consensus was that they did not want to leave anybody out.

*Assessments*

The assessments administered to the students are shown in Table B-21.

Table B-21  
Assessments Administered at Johnston High School

Grade	9	10	11	12
ITED: Reading, Math, Science	Nov	Nov	Nov	Nov
CRT: MIALT	Oct April	Oct April	Oct April	
Reading Performance Assessment		X		
Mathematics Performance Assessment		X		



### *Goals and Goal Results*

The reading goal is that 84.4 percent of all Johnston High School students will be at or above the proficient level in reading as shown by the results of the 2001-2002 ITBS Reading Comprehension.

The mathematics goal is that 87.1 percent of all Johnston High School students will be at or above the proficient level in mathematics as shown by the results of the 2001-2002 ITBS Mathematics Total Score. This will not be an increase over the 2000-2001 results. However, because their long-term goals are based on multiple years of data analysis they were cautious about changing the goal based on one year of data.

ITEDs will be given on November 5 and 6, 2002. A decision on whether or not they met their goal will be pending until those results are received.

The goals were set using the ITED rather than the criterion-referenced test, MIALT, which is given on a pretest/posttest basis. According to Mr. Hukee this was done because of the lack of long term data for the MIALT. The MIALT was first given during the 1999-2000 school year.

### *Compensation Plan*

Each employee involved in a leadership team will receive a full share. Each associate or secretary not involved in a leadership team will receive a half share. Other classified staff (e.g. cooks and custodians) will receive a quarter share.

### *Professional Development*

In-service time at Johnston High School during the year centered around curriculum mapping, accreditation visit, and technology. No evidence of intensive professional development with a central strategy for improving student learning was evidenced.

### *Enablers and Detractors*

Enablers that Johnston High School has toward meeting their goals as viewed by the administration and staff:

- Use of action plans developed by departments.
- Well-established goal setting process.
- Data literate staff that uses data to determine and drive instruction.
- Interdisciplinary leadership teams.
- Introduction of staff to reading strategies to use in facilitating reading in the content areas.
- Emphasis on changing the attitudes of students surrounding ITED testing.
- Use by staff of handbooks which include test data, goals, and action plans.

- Science, mathematics, and English staff meeting with faculty members of other CIML high schools in those same areas to discuss, among other things, instructional strategies.

Detractors that Johnston High School has toward meeting its goals as viewed by the administration and staff:

- Budget cuts have reduced support for faculty to attend conferences.

### *Benefits and Concerns about TBVP*

The teachers interviewed felt that they were not doing anything differently as a result of TBVP. The staff members were skeptical of the premise of merit pay. Staff members mentioned that they had rushed into the pilot. They also felt that the focus on reading, mathematics, and science might alienate the other disciplines. Increased pressure on the teachers that teach reading, mathematics, and science was noted. One teacher felt that collaboration was important in a school building and she felt that this was being undermined by the focus on the core goals. Another teacher mentioned that all teachers are to be rewarded even if they don't participate. She wondered if this was really the intent of the legislature. One staff member was concerned that teaching was being diminished to just meeting a goal on a standardized test. She was concerned that teachers were being reduced to pawns whose actions were dictated by money. Additional concerns were discussed about basing the criteria on ITED assessments. "If we want all students to improve, an assessment that doesn't measure students against each other is required." They were also concerned that the measurement of their reaching their goals would be determined by the scores of other schools on the ITED. Even though some of the teachers knew the goals others did not. One stated, "the district has not really explained what teacher involvement in this pilot is all about."

### *Survey Results*

Table B-22

Means and Standard Deviations for Survey Factors for All Certified Staff

Factor	Mean	Standard Deviation
Motivation	2.86	0.51
Leadership	2.91	0.63
Goals	2.85	0.43
Enablers	3.02	0.44
Value of the Program	2.32	0.48

Table B-23  
Means and Standard Deviations for Survey Items for All Certified Staff

	N	Johnston, High School	Means	Std Dev
Q1	33	The size of the bonus I could receive is fair.	3.00	.791
Q2	35	It is fair for teachers who increase student achievement to receive bonuses.	2.86	.772
Q3	37	Only teachers should be included in the bonus program.	2.27	1.018
Q4	37	Our school has less chance of achieving its goals than others because of our student population.	1.76	.796
Q5	37	I receive personal satisfaction from meeting goals.	3.22	.917
Q6	37	Some teachers who do not deserve it will receive bonuses.	2.86	1.084
Q7	34	It is appropriate for support staff to receive bonuses.	3.21	.880
Q8	36	I value the recognition I can receive for achieving our goals.	2.86	.867
Q9	36	I believe that if I work hard my students will meet our student achievement goals.	2.56	.909
Q10	37	I receive personal satisfaction from my students improved performance.	3.57	.555
Q11	37	A goal for team-based variable pay is to reward accomplishments in teaching.	2.76	.760
Q12	36	I will be distressed if my students do not improve.	2.58	.770
Q13	36	I am satisfied with my job.	3.14	.798
Q14	37	The possibility of earning a bonus itself motivates me to improve student achievement.	2.22	.821
Q15	36	Parents and community members are supportive of my teaching efforts.	3.21	.625
Q16	36	Meeting student achievement goals is a source of professional pride.	2.94	1.040
Q17	37	There has been adequate communication to staff about the bonus process and program.	2.22	.787
Q18	37	The principal works with us to achieve our accountability goals.	2.95	.848
Q19	35	The principal is supportive of my teaching efforts.	3.39	.787
Q20	35	I have a high likelihood of receiving a bonus.	2.54	.817
Q21	37	I am satisfied with my salary.	2.05	.998
Q22	36	A \$1000 bonus is desirable.	3.42	.770
Q23	37	If the bonus were increased to \$3000 my motivation to meet our school's goals would greatly increase.	2.73	1.045
Q24	34	There will be no penalty for schools who do not meet their objectives as a result of team-based variable pay.	3.09	.793
Q25	36	The team-based variable pay pilot has led to a greater focus on achievement in my school.	2.50	.971
Q26	37	Our school's student achievement goals are specific.	3.43	.555
Q27	36	The student achievement goals provide strong focus for our work.	2.67	.828
Q28	37	Our school's student achievement goals are attainable.	2.65	.789
Q29	36	I have the content knowledge needed to improve student achievement.	3.19	.668
Q30	36	I have the teaching skills needed to improve student achievement.	3.33	.676
Q31	35	There is an undo focus on helping low students improve.	2.20	.933
Q32	36	The assessments we use to measure our goals are fair.	2.33	.717
Q33	37	Our school's student achievement goals are challenging.	3.16	.602
Q34	33	The curriculum drives what takes place in the classroom.	3.06	.704
Q35	35	I asked more from my students this year.	2.74	.780

Q36	37	Higher teacher compensation will result in higher student achievement.	2.14	.787
Q37	37	I am doing things differently as a result of the team-based variable pay pilot project.	1.86	.918
Q38	35	Students' performance will increase as a result of my school's participation in the team-based variable pay pilot program.	2.17	.785
Q39	35	My school focused more on student success as a result of team-based variable pay.	2.37	.843
Q40	34	Student achievement improved in our school during the past year.	2.35	.646
Q41	35	Teamwork in our school was increased as a result of our participation in the team-based variable pay pilot.	2.14	.845
Q42	36	Teachers work together and help each other try to improve student achievement.	2.72	.779
Q43	36	I need better understanding of student achievement data.	2.61	.728
Q44	36	Because of the emphasis on testing our curriculum has become too narrow.	2.53	.845
Q45	35	Team-based variable pay has not resulted in much change at my school.	3.10	.592
Q46	27	The principal is an academic leader in my school.	3.26	.712
Q47	35	Objectives based on standardized tests force teachers to teach the test.	2.77	.808
Q48	35	Team-based variable pay requires a lot of extra work.	2.20	.868
Q49	36	Participation in the team-based variable pay pilot greatly increased the stress and pressure I felt this year.	1.75	.649
Q50	36	I receive sufficient professional development at my school.	2.33	.894
Q51	36	I would work just as hard to achieve our school's accountability goals even without the possibility of receiving a bonus.	3.39	.645
Q52	36	The bonus part of the accountability program should be continued.	3.19	.786

*Johnston Community School District: Lawson Elementary School*

The Johnston Community School District is located in Johnston, population 8,649, a northern suburb of Des Moines in central Iowa. The growing district serves approximately 4,416 students. Lawson Elementary, enrollment 444, is one of four elementary schools in the district. Cheryl Henkenius serves as principal for the school that consists of grades kindergarten through five. She has been with the district for thirteen years and has served as a principal for the last four years. Two other schools in this district, Johnston High School and Johnston Middle School, were also accepted into the Team-Based Variable Pay Pilot.

According to the 2001-2002 BEDS document, Lawson Elementary School reported that 29 students or seven percent receive free or reduced priced lunches. Most of the students served by the Johnston schools are middle to upper middle class. The minority rate is eight percent. The minority students are fairly equally divided between Asian or Pacific Islander decent, Hispanic, and Black. The full time equivalent of 36.6 certified teachers serve this building making the student to certified teacher ratio 12.1.

*The Pilot Application*

The principal considered that because team-based variable pay will be required for all schools in a couple of years this was an opportunity to practice in a no strings attached way. That way, if they make mistakes, they will have time to get it right. She brought the idea up to the building improvement team comprised of representative from kindergarten through two, from grades three through five, from special education, from related arts, and from the noncertified associates. The consensus of the building improvement team was that while they felt that part of the project was unknown and the application had a very quick turn around time, they could see only benefits from applying. Team-based variable pay was brought to the table at a staff meeting and passed unanimously.

*Assessments*

The assessments administered to the students are shown in Table B-24.

Table B-24

Assessments Administered at Lawson Elementary School

	K	1	2	3	4	5
DIBELS	Sept Jan May	Sept Jan May				
ITBS: Reading, Math, Science			Feb	Feb	Feb	Feb
CRT: MIALT				Oct May	Oct May	Oct May
CBM: Reading Fluency			Sept Jan May	Sept Jan May	Sept Jan May	Sept Jan May
Mathematics Performance Assessment				Dec		

Table B-25

ITBS results for 2000-01 and 2001-02 (Midyear National Student Norms)

Grade	Reading Comprehension		Mathematics	
	2000-01	2001-02	2000-01	2001-02
3 <sup>rd</sup>	192.2 (4.2)	199.8 (4.8)	190.9 (4.2)	189.8 (4.2)
4 <sup>th</sup>	210.7 (5.6)	220.1 (6.2)	209.8 (5.6)	215.3 (5.9)
5 <sup>th</sup>	223.1 (6.5)	233.4 (7.3)	218.4 (6.2)	229.7 (7.0)

*Goals and Goal Results*

The percent of students at the proficient or higher levels in reading will reach 77.64 percent. This represents a 1.52 percentage point increase from the previous year. The percent of students at the proficient or higher levels in math will reach 81 percent. This represents a 4.4 percentage point increase from the previous year. The principal and the staff agree that these goals are rigorous, but achievable.

The goals were met as shown in Table B-26.

Table B-26

ITBS results for 2001-02 (Midyear National Student Norms)

Grade	Reading Comprehension			Mathematics		
	N tested	N prof and adv	% prof and adv	N tested	N prof and adv	% prof and adv
2 <sup>nd</sup>	82	64	78.0	82	67	81.7
3 <sup>rd</sup>	75	60	80.0	75	63	84.0
4 <sup>th</sup>	82	62	75.6	82	67	81.7
5 <sup>th</sup>	67	53	79.1	67	53	79.1
Total	306	239	78.1*	306	250	81.7*

\*Met goal

### *Compensation Plan*

Teachers, associates, and secretaries will be included in the pay plan and all will receive an equal, full share with the exception that less than half time staff will receive a half share.

### *Professional Development*

The in-service schedule for the year includes the PALS training and implementation. District curriculum mapping, mathematics, and consideration of a writing strategy, 6 Traits of Writing, round out most of the rest of the time set aside for professional development. While the professional development program is not strictly focused, emphasis has been placed on the implementation of the PALS program. Training was provided by AEA staff over three different in-service dates. Teachers were given time to implement the program as they saw fit. The idea was to work to explore the program this year and evaluate at the end of the year with the possibility of fully implementing during the next school year. Support has been given with the training, but the extent of that support is unclear including whether or not feedback and supervised trials are included.

### *Enablers and Detractors*

Enablers that Lawson Elementary has toward meeting their goals as viewed by the administration and staff:

- Action research through the use of SMART goals (Schmoker).
- Site-based, collaborative decision making utilizing the Building Improvement Team (BIT).
- PALS.
- Math for Today activities.
- Problem(s) of the week.
- Curriculum mapping.
- Financial support for reading kits and for supplies for the PALS program as well as additional materials in math.

No detractors that Lawson Elementary has toward meeting its goals as viewed by the administration and staff were stated.

### *Benefits and Concerns about TBVP*

Some teachers noted that there was more collaboration. Staff was spending more time analyzing what children were learning and discussing how to help students who were not doing well. One teacher wrote, "I feel many of the staff members had this pilot in the backs of their minds throughout this year. However, we take great pride in reaching our goals by the action plans we set...this pilot pushed us even more."

Another wrote that, “the bonus rewards our hard work. It likely pushes lazy teachers to work harder.” Still another one felt that “I worked just as hard this year as in years past to improve student learning. I appreciate the opportunity to be compensated for my efforts.” Staff liked the fact that the financial benefits were extended to all teachers and associates demonstrating that all staff members work for children. The financial benefits possible were noted as a positive benefit, however it was also noted that it was not enough incentive to make poor teachers better. The amount of money involved was not seen as enough to make a difference in motivating teachers. More motivation for teachers comes from high expectations from administrators and a willingness to terminate poor teachers.

Apprehension was also noted that TBVP could create stress or pressure on teachers although the same teacher stated that this has not happened at Lawson. Concerns were also articulated about the state starting programs, but not being able to fully fund them from year to year. Addition concerns concerned the factors that teachers have no control over including socio-economic mix of classroom, academic mix of classroom, student attitude on taking the test, scheduling of the test, number of special education students included in the classroom mean scores, and class size.

### *Survey Results*

Table B-27

Means and Standard Deviations for Survey Factors for All Certified Staff

Factor	Mean	Standard Deviation
Motivation	3.31	0.41
Leadership	3.34	0.53
Goals	3.41	0.47
Enablers	3.41	0.35
Value of the Program	2.55	0.51

Table B-28

Means and Standard Deviations for Survey Items for All Certified Staff

		Johnston, Lawson Elementary	Mean	Std Dev
Q1	30	The size of the bonus I could receive is fair.	3.33	.884
Q2	30	It is fair for teachers who increase student achievement to receive bonuses.	3.00	.910
Q3	30	Only teachers should be included in the bonus program.	2.27	1.112
Q4	30	Our school has less chance of achieving its goals than others because of our student population.	2.10	.803
Q5	30	I receive personal satisfaction from meeting goals.	3.73	.450
Q6	30	Some teachers who do not deserve it will receive bonuses.	2.37	.999
Q7	30	It is appropriate for support staff to receive bonuses.	2.83	.913
Q8	30	I value the recognition I can receive for achieving our goals.	3.30	.915
Q9	30	I believe that if I work hard my students will meet our student achievement goals.	3.12	.868
Q10	30	I receive personal satisfaction from my students improved performance.	3.83	.379
Q11	30	A goal for team-based variable pay is to reward accomplishments in teaching.	3.15	.800



Q12	30	I will be distressed if my students do not improve.	3.25	.704
Q13	30	I am satisfied with my job.	3.50	.509
Q14	30	The possibility of earning a bonus itself motivates me to improve student achievement.	2.40	1.003
Q15	30	Parents and community members are supportive of my teaching efforts.	3.47	.507
Q16	29	Meeting student achievement goals is a source of professional pride.	3.52	.574
Q17	30	There has been adequate communication to staff about the bonus process and program.	2.97	.890
Q18	30	The principal works with us to achieve our accountability goals.	3.53	.571
Q19	30	The principal is supportive of my teaching efforts.	3.60	.563
Q20	29	I have a high likelihood of receiving a bonus.	3.45	.506
Q21	30	I am satisfied with my salary.	2.47	.776
Q22	30	A \$1000 bonus is desirable.	3.47	.681
Q23	30	If the bonus were increased to \$3000 my motivation to meet our school's goals would greatly increase.	3.02	.933
Q24	28	There will be no penalty for schools who do not meet their objectives as a result of team-based variable pay.	2.93	.940
Q25	30	The team-based variable pay pilot has led to a greater focus on achievement in my school.	2.57	.817
Q26	30	Our school's student achievement goals are specific.	3.70	.466
Q27	30	The student achievement goals provide strong focus for our work.	3.43	.568
Q28	30	Our school's student achievement goals are attainable.	3.40	.563
Q29	30	I have the content knowledge needed to improve student achievement.	3.67	.479
Q30	30	I have the teaching skills needed to improve student achievement.	3.67	.479
Q31	28	There is an undo focus on helping low students improve.	2.11	.875
Q32	30	The assessments we use to measure our goals are fair.	3.08	.810
Q33	30	Our school's student achievement goals are challenging.	3.42	.588
Q34	30	The curriculum drives what takes place in the classroom.	3.33	.844
Q35	30	I asked more from my students this year.	2.60	1.070
Q36	30	Higher teacher compensation will result in higher student achievement.	2.40	.855
Q37	30	I am doing things differently as a result of the team-based variable pay pilot project.	1.77	.626
Q38	30	Students' performance will increase as a result of my school's participation in the team-based variable pay pilot program.	2.30	.794
Q39	30	My school focused more on student success as a result of team-based variable pay.	2.13	.819
Q40	30	Student achievement improved in our school during the past year.	3.53	.629
Q41	30	Teamwork in our school was increased as a result of our participation in the team-based variable pay pilot.	2.33	.844
Q42	30	Teachers work together and help each other try to improve student achievement.	3.33	.711
Q43	30	I need better understanding of student achievement data.	2.33	.884
Q44	30	Because of the emphasis on testing our curriculum has become too narrow.	2.23	.817
Q45	29	Team-based variable pay has not resulted in much change at my school.	2.60	.900

Q46	22	The principal is an academic leader in my school.	3.23	.922
Q47	30	Objectives based on standardized tests force teachers to teach the test.	2.60	.724
Q48	30	Team-based variable pay requires a lot of extra work.	1.80	.664
Q49	30	Participation in the team-based variable pay pilot greatly increased the stress and pressure I felt this year.	1.63	.556
Q50	30	I receive sufficient professional development at my school.	2.93	.785
Q51	30	I would work just as hard to achieve our school's accountability goals even without the possibility of receiving a bonus.	3.77	.430
Q52	29	The bonus part of the accountability program should be continued.	3.41	.682

*Johnston Community School District: Johnston Middle School*

The Johnston Community School District is located in Johnston, population 8,649, a northern suburb of Des Moines in central Iowa. The growing district serves approximately 4,416 students. One middle school building, grades six through eight, is contained in the district and houses about 1043 students. The Johnston Middle School is fed by four elementary schools along with students from the Youth Home of MidAmerica and the Children's Rehabilitation Center. Gary Busby serves as principal for the school. He has been with the district in various capacities for 30 years. Two other schools in this district, Johnston High School and Lawson Elementary, were also accepted into the Team-Based Variable Pay Pilot.

According to the 2001-2002 BEDS document, Johnston Middle School reported that 31 students or three percent receive free or reduced priced lunches. Most of the students served by the Johnston schools are middle to upper middle class. The minority rate is seven percent. More than half of the minority students are of Asian or Pacific Islander decent. The full time equivalent of 75.3 certified teachers serve this building making the student to certified teacher ratio 13.9.

According to the principal, the building was designed to house 1000 students and is currently at that capacity. A design team is examining the feasibility of an additional building that would open in the fall of 2004.

*The Pilot Application*

Mr. Busby had been following the legislation and had heard additional information about the Team-Based Variable Pay Pilot during an Evaluator Approval Recertification class that he had taken. He found out more about it through the Johnston administrative team meetings. From that meeting he took the details back to the Building Improvement Team (BIT) to see if there was interest in pursuing an application to become a pilot school. One of the major roles of BIT is to implement and monitor the building goal setting process and evaluation based on identified student needs and district short and long-term goals. The BIT membership includes teachers from each grade, related arts, special education, support staff, an administrator, and a dean of students. According to members of the BIT team, their initial reaction was "let's go for it" because they were going to try to meet their building goals anyway.

The BIT group began by making phone calls to find out more information and to talk with the team facilitators. Following this there were discussions in each of the teams: sixth grade, seventh grade, eighth grade, related arts, and special education. They also discussed the plan with other teachers and teacher associates. Much of the discussion centered on the fact that their goals were already set and they plan to work toward them. Some teachers were concerned that it might look like they were doing it just for the money, and that's not the reason they became teachers. Other staff

stated that “it is about time.” We should get paid for doing the extra work and going beyond.

The staff decided to complete an application. The team remembers that the timeline was short and the directions were vague. However, they were not sure if the vagueness was good or bad as it allowed them to make the application their own. Team members applauded the fact that the building staff review their data and decides on their goals for the next year each spring. Because of this they can “hit the ground running” in the fall.

### *Assessments*

The assessments administered to the students are shown in Table B-29.

Table B-29

Assessments Administered at Johnston Middle School

	6	7	8
ITBS: Reading, Math, Science	January	January	January
CRT: MIALT	Fall and Spring	Fall and Spring	Fall and Spring
Iowa Writing Assessment	X	X	
Reading Performance Assessment		X	
Mathematics Performance Assessment		X	

### *Goals and Goal Results*

The reading goal is that 85.7 percent of all Johnston Middle School students will be at or above the proficient level in reading as shown by the results of the 2001-2002 ITBS Reading Comprehension. This will be a 3.2 percentage point increase over the results from 2000-2001.

The mathematics goal is that 84.5 percent of all Johnston Middle School students will be at or above the proficient level in mathematics as shown by the results of the 2001-2002 ITBS Mathematics Total Score. This will not be an increase over the 2000-2001 results. However, because their long-term goals are based on multiple years of data analysis the BIT was cautious about changing the goal based on one year of data.

The proposal also included a science goal although it was not required. The science goal is that 82.9 percent of all Johnston Middle School students will be at or above the proficient level in science as shown by the results of the 2001-2002 ITBS Science subtest.

The goals were set using the ITBS rather than the criterion-referenced test, MIALT, which is given on a pretest/posttest basis. According to Mr. Busby and the members

of BIT this was done because of the lack of long term data for the MIALT. The MIALT was first given during the 1999-2000 school year.

According to the principal, Mr. Busby the goals were not met during the 2001-2001 school year.

### *Compensation Plan*

During meetings and discussions regarding the application and possible financial rewards for the TBVP Pilot, BIT members decided that creating a truly united team could result if all employees could share in the success. The BIT determined a formula that would distribute financial rewards in shares in the following manner: all certified staff, 1.00 share; classified staff, 0.50 share; and auxiliary staff (i.e. custodians and cooks), 0.25 share.

### *Professional Development*

Johnston Middle School has a goal oriented staff development plan. The plan is guided by student assessments that drive the annual building goals and action plans. The building plan design includes the use of teacher study groups as a part of a building based staff development program. These study groups meet as established by the BIT and are responsible for facilitating new learning for all faculty members using recognized staff development and adult learning principles. The BIT is responsible for providing resource support to the study groups and the monitoring of the study group process. This year the study groups focused on *Turning Points 2000*, a book by Anthony Jackson and Gayle Davis focusing on educating adolescents in the 21<sup>st</sup> century. Another role of BIT is to implement and monitor the staff development process based upon research, best practices, and identified student needs. In-service meetings through the year focused on curriculum mapping, technology, and PRIDE. There was evidence of continuous inquiry and ongoing support and resources. The staff development on e-class grading included supervised trials and teacher support feedback.

### *Enablers and Detractors*

Enablers that Johnston Middle School has toward meeting its goals as viewed by its staff:

- Formalized Goal Achievement Plan (GAP).
- Focus on extending reading time in all grades.
- Teaming core teachers with related arts teachers.
- Commitment of teachers.
- Participation and commitment of auxiliary staff.
- Incentive program for students (red tickets, for example).
- Learning continuum.
- Book study: *Turning Points 2000* having to do with best practices in the middle schools.

- Motivational speakers (Dr. Verlenga and Mrs. Vilsack).
- Enhanced testing practices (breakfast, commercial test prep program, and core teachers responsible for make-up tests).
- Goal setting by students, academic and personal.
- Goal setting from test results in the spring for the next year.

Detractors that Johnston Middle School has toward meeting its goals as viewed by its staff:

- Students perform well, not sure how much better we can do.
- Too much emphasis on tests and test results.

### *Benefits and Concerns about TBVP*

Teachers noted that unity has improved. Everyone has come together as team to make every student successful. This includes more involvement of noncore teachers and auxiliary staff including the custodians. Students who were below the proficient level were identified and the focus of extra efforts. PE teachers and others offered to help with small reading groups. Book clubs were formed. Everyone in the school, students and staff alike, were made more aware of the school's goals for the year. The focus is on what is good for the kids. They expect the positives to stay next year even if the funding goes away. The teachers commented that they might have done many of these things anyway, but the incentive of TBVP encouraged them to move more quickly to get things done. The teachers feel that they do a lot of things well, but that the TBVP helped them integrate the goals into their work. They commented that "TBVP is a good program."

The teachers were concerned that the public would see teachers as "working for carrots." They wanted to make sure that it was understood that they were doing what they did for the students. They also expressed some concern about the emphasis on tests. The teachers articulated that many of the things they do for students are intangibles, often things that only the teachers, themselves, know about. They were gratified that they know that they would have done a lot without the extra pay. The teachers interviewed also noted that the state was vague in the TBVP application although they couldn't decide if this was good or bad. One teacher noted concern that this program tended to focus teachers on extrinsic student motivation when what should be emphasized is intrinsic motivation in order to develop students into lifelong learners.

### *Survey Results*

Table B-30

Means and Standard Deviations for Survey Factors for All Certified Staff

Factor	Mean	Standard Deviation
Motivation	3.19	0.49
Leadership	3.31	0.63
Goals	3.32	0.44
Enablers	3.40	0.40
Value of the Program	2.93	0.70

Table B-31

Means and Standard Deviations for Survey Items for All Certified Staff

	N	Johnston, Middle School	Means	Std Dev
Q1	54	The size of the bonus I could receive is fair.	3.30	.792
Q2	57	It is fair for teachers who increase student achievement to receive bonuses.	2.95	1.059
Q3	57	Only teachers should be included in the bonus program.	2.04	1.052
Q4	57	Our school has less chance of achieving its goals than others because of our student population.	1.58	.706
Q5	56	I receive personal satisfaction from meeting goals.	3.54	.808
Q6	57	Some teachers who do not deserve it will receive bonuses.	2.89	.958
Q7	57	It is appropriate for support staff to receive bonuses.	3.12	.927
Q8	57	I value the recognition I can receive for achieving our goals.	2.98	.896
Q9	57	I believe that if I work hard my students will meet our student achievement goals.	2.88	.867
Q10	56	I receive personal satisfaction from my students improved performance.	3.73	.486
Q11	56	A goal for team-based variable pay is to reward accomplishments in teaching.	2.95	.796
Q12	56	I will be distressed if my students do not improve.	2.95	.796
Q13	56	I am satisfied with my job.	3.57	.535
Q14	57	The possibility of earning a bonus itself motivates me to improve student achievement.	2.70	1.052
Q15	56	Parents and community members are supportive of my teaching efforts.	3.38	.648
Q16	56	Meeting student achievement goals is a source of professional pride.	3.41	.733
Q17	57	There has been adequate communication to staff about the bonus process and program.	3.04	.925
Q18	57	The principal works with us to achieve our accountability goals.	3.37	.723
Q19	56	The principal is supportive of my teaching efforts.	3.52	.763
Q20	56	I have a high likelihood of receiving a bonus.	3.09	.721
Q21	57	I am satisfied with my salary.	2.30	.999
Q22	56	A \$1000 bonus is desirable.	3.66	.668
Q23	56	If the bonus were increased to \$3000 my motivation to meet our school's goals would greatly increase.	3.14	.980
Q24	55	There will be no penalty for schools who do not meet their objectives as a result of team-based variable pay.	3.45	.689
Q25	56	The team-based variable pay pilot has led to a greater focus on achievement in my school.	3.18	.855
Q26	57	Our school's student achievement goals are specific.	3.72	.453
Q27	57	The student achievement goals provide strong focus for our	3.26	.768

		work.		
Q28	57	Our school's student achievement goals are attainable.	3.15	.597
Q29	57	I have the content knowledge needed to improve student achievement.	3.68	.506
Q30	56	I have the teaching skills needed to improve student achievement.	3.79	.456
Q31	56	There is an undo focus on helping low students improve.	2.43	.931
Q32	56	The assessments we use to measure our goals are fair.	2.95	.840
Q33	56	Our school's student achievement goals are challenging.	3.52	.572
Q34	55	The curriculum drives what takes place in the classroom.	3.23	.712
Q35	55	I asked more from my students this year.	2.73	.912
Q36	56	Higher teacher compensation will result in higher student achievement.	2.61	.928
Q37	55	I am doing things differently as a result of the team-based variable pay pilot project.	2.45	.959
Q38	57	Students' performance will increase as a result of my school's participation in the team-based variable pay pilot program.	2.64	.934
Q39	57	My school focused more on student success as a result of team-based variable pay.	3.02	.813
Q40	55	Student achievement improved in our school during the past year.	3.07	.683
Q41	56	Teamwork in our school was increased as a result of our participation in the team-based variable pay pilot.	2.96	.852
Q42	57	Teachers work together and help each other try to improve student achievement.	3.18	.782
Q43	57	I need better understanding of student achievement data.	2.67	.831
Q44	54	Because of the emphasis on testing our curriculum has become too narrow.	2.56	.883
Q45	54	Team-based variable pay has not resulted in much change at my school.	2.17	.637
Q46	39	The principal is an academic leader in my school.	3.35	.804
Q47	55	Objectives based on standardized tests force teachers to teach the test.	3.07	.920
Q48	57	Team-based variable pay requires a lot of extra work.	2.49	.869
Q49	56	Participation in the team-based variable pay pilot greatly increased the stress and pressure I felt this year.	2.34	.959
Q50	57	I receive sufficient professional development at my school.	2.95	.934
Q51	57	I would work just as hard to achieve our school's accountability goals even without the possibility of receiving a bonus.	3.35	.719
Q52	56	The bonus part of the accountability program should be continued.	3.34	.920



*Linn-Mar Community School District: Indian Creek Elementary School*

The Linn-Mar School District is located in Linn County in northeastern Iowa. The district serves approximately 4616 students. Indian Creek, enrollment 430, the smallest of five elementary schools in the district, is situated on the outskirts of Marion, population 26,294. All of the elementary schools feed to the same middle school. Tina Monroe is the principal of this kindergarten through grade five school. Ms. Monroe has been with the Linn-Mar District for eight years and has served as the principal of Indian Creek for the past two years.

According to the 2001-2002 BEDS document, at Indian Creek Elementary School 13 percent of the students receive free or reduced priced lunches. The school serves the full range of socio-economic status represented in Linn County. The minority rate is five percent with most of the minority students either Asian or Pacific Islander (45%) or Hispanic (50%). The full time equivalent of 28.5 teachers serve this building making the student to certified teacher ratio 15.1.

*The Pilot Application*

Joseph Pacha, the district superintendent, presented TBVP at the opening meeting of faculty in August 2001. He stated that it was optional, but that any building could consider participation. The staff requested and received the criteria the same day. A small group of staff volunteers were formed to review the criteria and consider if Indian Creek was eligible and should consider completing an application. The idea was again presented to the entire staff and, according to Ms. Monroe, all staff members were willing to participate. Staff members reflected that they felt that the appropriate required assessments had been completed and that the strategies were in place to meet their goals. Their initial reaction was to try for it. So an application was drafted.

*Goals and Goal Achievement*

The school's reading goal is to increase the number of student performing at or above grade level by five percent based on the ITBS and district assessments. For mathematics the goal is to increase the number of students performing at the intermediate and/or high proficiency levels by seven percent based on the ITBS and district assessments.

The school indicated that these goals were met.

*Assessments*

The assessments administered to the students are shown in Table B-32.

Table B-32

## Assessments Administered at Indian Creek Elementary School

	K	1	2	3	4	5
ITBS: Reading, Math, Science				Oct	Oct	Oct
Linn County Assessment for Math and Reading	Fall Spring					
CRT: District tests in diagnostic reading		Fall Spring	Fall Spring	Fall Spring	Fall Spring	Fall Spring
Scholastic reading		Nov Feb May	Nov Feb May	Nov Feb May	Nov Feb May	Nov Feb May
CRT: District tests in Math Expectations			Fall Spring	Fall Spring	Fall Spring	Fall Spring
Basic Math Facts			Nov Feb May	Nov Feb May	Nov Feb May	Nov Feb May
CAT						Nov

*Compensation Plan*

A total of 62 staff members at Indian Creek will be rewarded for achieving the attendance center goals. Seventy-nine percent of the allocation will be disbursed to certified staff. This will allow the full-time certified staff members to receive a financial reward of \$1,000 upon achievement of the goals. The remaining 21 percent will be divided among classified staff having academic contact with students in the building. Classified staff performing specialized tasks such as data entry and secretarial duties will receive an additional stipend to the base allocation. The school personnel were adamant about including as many staff members as possible because student achievement is seen as the result of the entire school staff working together.

*Staff Development*

Indian Creek had five professional development days this year centered on the reading and math building and district goals. Reading support staff presented strategies to enhance fluency, comprehension, and accuracy. Work is being completed on alignment of the math curriculum. Teachers used Phase III money for math and reading conferences and collaboration.

I observed part of the professional development day held on March 22, 2002. The morning was spent in district wide teams including teams working on math and reading strategies. A computer component focusing on Excel was also included. The afternoon included a speaker, a discussion of their ITBS results, and the staff discussion of effective strategies followed by grade level building meetings. The staff appeared very dedicated to their work although this was the day before a week

of spring break. Several staff members were cited for excellence and for accepting additional responsibilities recently.

The speaker was a retired staff member speaking on various strategies to engage students. The focus was on improving student learning through engagement using some behavioral modification techniques and additional motivational techniques. The training was concrete with several examples. Teachers appeared engaged with the content. Indications of ongoing support, feedback, or supervised trials were not evident.

Teachers celebrated the results of their ITBS results with much fanfare and fun. At the same time concerns were synthesized from the data including performance in math computation. Concerns about specific groups of students were also highlighted including reading comprehension among male students, performance of low socioeconomic level students, and the needs of the top students.

### *Enablers and Detractors*

Enablers that Indian Creek Elementary has toward meeting its goals as viewed by the administration and staff:

- Use of an action research model with a six-week timeline throughout the building.
- Improved classroom short-term goal setting.
- Results charting used throughout the building.
- Emphasis on reading instruction.
- Daily Oral Language (DOL) structure change.
- Star math program supported by the district Learning Enrichment Office.
- Use of Diagnostic Reading Assessment.
- Experienced and hardworking staff.

Detractors that may effect whether or not Indian Creek Elementary meets its goals as viewed by the administration and staff:

- Loss of Title I math program.
- Lack of time for teachers to share and to process.

### *Benefits and Concerns about TBVP*

Ms. Monroe noted that the teachers are taking greater ownership of the assessment data. One certified member of the staff noted, “Our staff has really pulled together as a team with excellent leadership from our principal. Students are the winners when we all work together to be the best we can be.” Another staff member wrote, “Our school is positive and it would be no matter what, we would try for the students (but) we like money, too.”

Teachers also listed assessment literacy among the changes brought by TBVP. They are more likely to examine growth patterns and to chart progress. Some teachers felt that they would probably be doing this anyway, but TBVP was an extra push to do it

now. The focus is on reaching each child. Students are encouraged to do their best on assessments and to do careful work. Teachers felt that they were seeing better student results.

Teachers reported examining strategies and interventions to see if they are really working. Teachers state that collaboration has improved. Everyone is pitching in to help wherever they are needed. The staff sees itself as supportive of each other. Teachers note that they have increased the sharing of successes with each other and with the students. Communication has increased. Also, the weekly newsletter now includes a “curriculum corner.”

Some teachers remarked that they were not doing anything due to TBVP that they would not be doing anyway. Concerns were raised about the outside variables including family influence that impact student achievement. Other teachers said that the time TBVP takes away from something else was a concern. Another teacher discussed the increase in the number of meetings due to TBVP. The teachers concluded by stating that the good about TBVP outweighs the bad.

### *Survey Results*

Table B-33

Means and Standard Deviations for Survey Factors for All Certified Staff

Factor	Mean	Standard Deviation
Motivation	3.42	0.42
Leadership	3.83	0.25
Goals	3.77	1.06
Enablers	3.50	0.33
Value of the Program	3.15	0.57

Table B-34

Means and Standard Deviations for Survey Items for All Certified Staff

	N	Linn Mar, Indian Creek	Means	Std Dev
Q1	30	The size of the bonus I could receive is fair.	3.57	.626
Q2	30	It is fair for teachers who increase student achievement to receive bonuses.	3.10	.995
Q3	32	Only teachers should be included in the bonus program.	1.94	.801
Q4	32	Our school has less chance of achieving its goals than others because of our student population.	1.87	.660
Q5	32	I receive personal satisfaction from meeting goals.	3.88	.336
Q6	32	Some teachers who do not deserve it will receive bonuses.	2.16	.884
Q7	32	It is appropriate for support staff to receive bonuses.	3.47	.671
Q8	30	I value the recognition I can receive for achieving our goals.	3.33	.884
Q9	32	I believe that if I work hard my students will meet our student achievement goals.	3.12	.871
Q10	32	I receive personal satisfaction from my students improved performance.	3.88	.336
Q11	32	A goal for team-based variable pay is to reward accomplishments in teaching.	3.22	.792
Q12	32	I will be distressed if my students do not improve.	3.19	.821

Q13	32	I am satisfied with my job.	3.69	.535
Q14	31	The possibility of earning a bonus itself motivates me to improve student achievement.	2.58	.958
Q15	32	Parents and community members are supportive of my teaching efforts.	3.63	.492
Q16	32	Meeting student achievement goals is a source of professional pride.	3.81	.397
Q17	32	There has been adequate communication to staff about the bonus process and program.	3.47	.671
Q18	31	The principal works with us to achieve our accountability goals.	3.97	.180
Q19	32	The principal is supportive of my teaching efforts.	4.00	.000
Q20	31	I have a high likelihood of receiving a bonus.	3.58	.502
Q21	32	I am satisfied with my salary.	2.31	.998
Q22	32	A \$1000 bonus is desirable.	3.59	.615
Q23	31	If the bonus were increased to \$3000 my motivation to meet our school's goals would greatly increase.	2.61	1.022
Q24	32	There will be no penalty for schools who do not meet their objectives as a result of team-based variable pay.	3.50	.672
Q25	32	The team-based variable pay pilot has led to a greater focus on achievement in my school.	3.19	.859
Q26	31	Our school's student achievement goals are specific.	3.81	.402
Q27	32	The student achievement goals provide strong focus for our work.	3.56	.564
Q28	32	Our school's student achievement goals are attainable.	3.59	.499
Q29	32	I have the content knowledge needed to improve student achievement.	3.78	.420
Q30	31	I have the teaching skills needed to improve student achievement.	3.81	.402
Q31	31	There is an undo focus on helping low students improve.	1.97	.795
Q32	32	The assessments we use to measure our goals are fair.	3.34	.545
Q33	32	Our school's student achievement goals are challenging.	3.63	.492
Q34	29	The curriculum drives what takes place in the classroom.	3.48	.509
Q35	32	I asked more from my students this year.	2.75	1.016
Q36	32	Higher teacher compensation will result in higher student achievement.	2.66	.971
Q37	32	I am doing things differently as a result of the team-based variable pay pilot project.	2.59	.946
Q38	32	Students' performance will increase as a result of my school's participation in the team-based variable pay pilot program.	3.19	.738
Q39	32	My school focused more on student success as a result of team-based variable pay.	3.09	.818
Q40	32	Student achievement improved in our school during the past year.	3.72	.457
Q41	32	Teamwork in our school was increased as a result of our participation in the team-based variable pay pilot.	3.44	.716
Q42	31	Teachers work together and help each other try to improve student achievement.	3.74	.514
Q43	32	I need better understanding of student achievement data.	1.98	.902
Q44	32	Because of the emphasis on testing our curriculum has become too narrow.	2.25	.950
Q45	32	Team-based variable pay has not resulted in much change at my school.	2.06	.759
Q46	26	The principal is an academic leader in my school.	3.96	.196

Q47	32	Objectives based on standardized tests force teachers to teach the test.	2.56	.840
Q48	32	Team-based variable pay requires a lot of extra work.	2.63	.833
Q49	32	Participation in the team-based variable pay pilot greatly increased the stress and pressure I felt this year.	1.88	.793
Q50	32	I receive sufficient professional development at my school.	2.81	.859
Q51	32	I would work just as hard to achieve our school's accountability goals even without the possibility of receiving a bonus.	3.66	.602
Q52	32	The bonus part of the accountability program should be continued.	3.66	.545

*Missouri Valley Community School District: Missouri Valley Middle School*

The Missouri Valley District is located in Missouri Valley, population 2,992, in western Iowa. The district serves approximately 951 students. One middle school, enrollment 243, serves the district's students in grades six through eight. The middle school adjoins the high school building. Frank Smith is the principal and has been with the district for 17 years.

According to the 2001-2002 BEDS document, Missouri Valley Middle School has about 27 percent of its students receiving free or reduced priced lunches. The minority rate is three percent. The full time equivalent of 16.48 teachers serve this building making the student to certified teacher ratio 14.7.

*The Pilot Application*

The superintendent of the district, Martin Pennock, and Mr. Smith presented the information on the Team-based Variable Pay Pilot to the faculty at a meeting early in the year. Many of the faculty members had heard about the pilot through the SW Uniserve and through the news media. With administrative encouragement, the faculty decided to apply to become a pilot school. Staff members were concerned that more work outside of class would be necessary.

*Assessments*

The assessments administered to the students are shown in Table B-35.

Table B-35

Assessments Administered at Missouri Valley Middle School

	6	7	8
ITBS: reading and math	X	X	X
NWEA: reading and math*	Fall Spring	Fall Spring	Fall Spring

*Goals and Goal Results*

The reading and mathematics goals are similar. Using the Northwest Evaluation Association (NWEA) instruments as a pre/post assessment, the students will increase reading scores in grade six by 6.5 Rausch Units (RIT), in grade seven by 5.5 RIT, and in grade eight by 4.4 RIT. Using the Northwest Evaluation Association (NWEA) instruments as a pre/post assessment, the students will increase mathematics scores in grade six by 8 RIT, in grade seven by 7.5 RIT, and in grade eight by 8.3 RIT.

According to Principal Smith, Missouri Valley Middle School did not meet their goals during the 2001-02 school year.

### *Compensation Plan*

All professional staff and support staff, paraprofessionals and secretaries, will receive remuneration if the building reaches its goals. Staff shared with another building will be paid proportional to their time in the middle school building.

### *Professional Development*

Staff development for the 2001-2002 school year focused on differentiated instruction, assessment literacy, reading strategies, and math strategies. According to district goals, components of staff development for the building must show evidence of research base, be focused on achievement and the diverse needs of learners, have follow-up and support embedded, include evaluation components, and focus on continuous improvement. In-service meetings are held every Wednesday afternoon. Topics range from building goals to Success4 to assessment analysis, however, many afternoons are set aside for middle school strategies. The school participates in the Harrison County Staff Development program.

### *Enablers and Detractors*

Enablers that Missouri Valley Middle School has toward meeting their goals as viewed by the administration and staff:

- Use of a good criterion referenced test, the NWEA.
- Use of the Computer Corporation Curriculum (CCC) in reading and math.
- Accelerated Reader.
- Accelerated Math.
- Ability grouping.
- Time spent by teams with families.
- Action research by teachers using benchmark objectives.
- Data Not Guesswork.
- Time for teachers to communicate.
- Differentiated instruction.
- Harrison County Staff Development Consortium.
- Success 4 All.

Detractors that Missouri Valley Middle School has toward meeting its goals as viewed by the administration and staff:

- Lack of professional development for paraprofessionals.

### *Benefits and Concerns about TBVP*

The staff members interviewed felt that the TBVP provided focus for their work. They discussed the fact that the whole staff was working together to meet their goals, core teachers, other teachers, and paraprofessionals. The paraprofessionals were seen as important team members and saw themselves as having value for the school. The



staff discussed that Missouri Valley has a great staff that works to do what's best for kids. They found the pilot to be energizing and refreshing.

Concerns centered on the amount of time taken by the documentation of activities to meet the goals required by the administration. One teacher mentioned that TBVP was another hoop for teachers to jump through to get the salary that they should already be receiving.

### *Survey Results*

Table B-36

Means and Standard Deviations for Survey Factors for All Certified Staff

Factor	Mean	Standard Deviation
Motivation	3.21	0.49
Leadership	3.08	0.98
Goals	3.49	0.46
Enablers	3.40	0.58
Value of the Program	2.58	0.70

Table B-37

Means and Standard Deviations for Survey Items for All Certified Staff

	N	Missouri Valley, Middle School	Means	Std Dev
Q1	10	The size of the bonus I could receive is fair.	3.20	1.033
Q2	10	It is fair for teachers who increase student achievement to receive bonuses.	3.20	.789
Q3	10	Only teachers should be included in the bonus program.	2.20	1.229
Q4	10	Our school has less chance of achieving its goals than others because of our student population.	2.10	1.287
Q5	10	I receive personal satisfaction from meeting goals.	3.40	.699
Q6	10	Some teachers who do not deserve it will receive bonuses.	3.10	.994
Q7	10	It is appropriate for support staff to receive bonuses.	2.80	1.033
Q8	10	I value the recognition I can receive for achieving our goals.	3.00	1.054
Q9	10	I believe that if I work hard my students will meet our student achievement goals.	3.10	1.101
Q10	10	I receive personal satisfaction from my students improved performance.	3.80	.422
Q11	10	A goal for team-based variable pay is to reward accomplishments in teaching.	3.20	1.135
Q12	10	I will be distressed if my students do not improve.	3.40	.516
Q13	10	I am satisfied with my job.	3.20	.789
Q14	10	The possibility of earning a bonus itself motivates me to improve student achievement.	2.10	.876
Q15	10	Parents and community members are supportive of my teaching efforts.	2.50	1.080
Q16	10	Meeting student achievement goals is a source of professional pride.	3.70	.675
Q17	10	There has been adequate communication to staff about the bonus process and program.	3.20	1.033
Q18	10	The principal works with us to achieve our accountability goals.	3.00	.943
Q19	10	The principal is supportive of my teaching efforts.	3.10	1.197

Q20	10	I have a high likelihood of receiving a bonus.	3.35	.883
Q21	10	I am satisfied with my salary.	2.10	1.101
Q22	10	A \$1000 bonus is desirable.	3.70	.483
Q23	10	If the bonus were increased to \$3000 my motivation to meet our school's goals would greatly increase.	3.10	1.287
Q24	10	There will be no penalty for schools who do not meet their objectives as a result of team-based variable pay.	3.20	.919
Q25	10	The team-based variable pay pilot has led to a greater focus on achievement in my school.	2.90	1.370
Q26	10	Our school's student achievement goals are specific.	3.40	.699
Q27	10	The student achievement goals provide strong focus for our work.	3.35	.669
Q28	10	Our school's student achievement goals are attainable.	3.50	.707
Q29	10	I have the content knowledge needed to improve student achievement.	3.80	.422
Q30	10	I have the teaching skills needed to improve student achievement.	3.80	.422
Q31	10	There is an undo focus on helping low students improve.	2.50	1.080
Q32	10	The assessments we use to measure our goals are fair.	3.60	.516
Q33	10	Our school's student achievement goals are challenging.	3.60	.516
Q34	10	The curriculum drives what takes place in the classroom.	3.80	.422
Q35	10	I asked more from my students this year.	3.00	1.054
Q36	10	Higher teacher compensation will result in higher student achievement.	2.10	.876
Q37	10	I am doing things differently as a result of the team-based variable pay pilot project.	1.90	.876
Q38	10	Students' performance will increase as a result of my school's participation in the team-based variable pay pilot program.	2.50	.972
Q39	9	My school focused more on student success as a result of team-based variable pay.	2.39	1.054
Q40	9	Student achievement improved in our school during the past year.	2.89	.601
Q41	10	Teamwork in our school was increased as a result of our participation in the team-based variable pay pilot.	2.50	1.080
Q42	10	Teachers work together and help each other try to improve student achievement.	3.10	.994
Q43	10	I need better understanding of student achievement data.	2.40	1.075
Q44	10	Because of the emphasis on testing our curriculum has become too narrow.	2.60	.966
Q45	10	Team-based variable pay has not resulted in much change at my school.	2.40	.966
Q46	5	The principal is an academic leader in my school.	2.50	1.000
Q47	10	Objectives based on standardized tests force teachers to teach the test.	2.80	.919
Q48	10	Team-based variable pay requires a lot of extra work.	2.80	1.033
Q49	10	Participation in the team-based variable pay pilot greatly increased the stress and pressure I felt this year.	2.60	.843
Q50	10	I receive sufficient professional development at my school.	3.10	.994
Q51	10	I would work just as hard to achieve our school's accountability goals even without the possibility of receiving a bonus.	3.50	.527
Q52	10	The bonus part of the accountability program should be continued.	3.40	.699

According to the 2001-2002 BEDS document, Northeast Hamilton reported that 60 students or about 20 percent receive free or reduced priced lunches. The minority rate is four percent. The full time equivalent of 26 certified staff members serve this building making the student to certified teacher ratio 11.3.

The discussion to submit an application to become a pilot school began with the administrative team. They met with the teachers in August and decided to submit an application by consensus. The majority of the teachers were favorable about submitting the application. The principal heard very few negative comments about the participation.

The assessments administered to the students are shown in Table B-38.

[illegible]

Table B-39

ITBS results for 2000-01 and 2001-02 (Midyear National Student Norms)

Grade	Reading Comprehension		Mathematics	
	2000-01	2001-02	2000-01	2001-02
1 <sup>st</sup>	NA	NA	156.2 (2.3)	NA
2 <sup>nd</sup>	173.1 (3.1)	165.9 (2.6)	164.4 (2.6)	158.9 (2.2)
3 <sup>rd</sup>	181.5 (3.6)	NA	183.2 (3.7)	NA
4 <sup>th</sup>	199.3 (4.7)	208.9 (5.5)	201.3 (4.8)	215.2 (5.9)
5 <sup>th</sup>	216.9 (6.0)	NA	215.3 (5.9)	NA
6 <sup>th</sup>	226.2 (6.7)	224.0 (6.6)	227.2 (6.9)	228.1 (6.8)
7 <sup>th</sup>	236.1 (7.6)	NA	246.9 (8.5)	NA
8 <sup>th</sup>	241.8 (8.2)	251.0 (8.9)	247.3 (8.5)	259.1 (9.7)
9 <sup>th*</sup>	261.4 (9.9)	257.6 (9.6)	254.4 (9.1)	267.9 (10.8)
11 <sup>th*</sup>	276.0	285.0	274.9	286.0
12 <sup>th*</sup>	280.9	NA	285.4	NA

\*Fall norms

*Goals and Goal Results*

Increase the percent of students scoring proficient or above on the Iowa Test by five percent in the areas of math, reading, and science when compared to the last three years test scores. Along with this eighty percent or more of the students will achieve a 1.1 or more increase in grade level performance in math, reading, and science as measured by the Iowa Test.

Table B-40

Percent of Students Scoring Proficient or Above

Grade/Subject	3-year Average	2001-2002	Gain
4 <sup>th</sup> grade reading	57.6	63	5.4*
4 <sup>th</sup> grade math	61.6	79	17.4*
4 <sup>th</sup> grade science	64.6	71	6.4*
8 <sup>th</sup> grade reading	49	54	5*
8 <sup>th</sup> grade math	53.6	61	7.4*
8 <sup>th</sup> grade science	55	56	1
11 <sup>th</sup> grade reading	58.6	61	2.4
11 <sup>th</sup> grade math	60.6	62	1.6
11 <sup>th</sup> grade science	64	75	11*

\*Met goal

Table B-41

Percent of Students Who Improve 1.1 or more Grade Levels on the ITBS

Grade	Math	Reading	Science	At least one area
4	94.1*	76.4	74.4	100
6	56.5	52.1	47.8	80
8	62.5	66.6	50.0	87.5

\*Met goal

Each class will achieve a 25 percent or more gain in achievement in math, language arts, and science as measured by the SIM III (gain score over pretest score, see Table B-42).

Table B-42

SIM III Gain Scores (Percents)

	Lang Arts		Math		Science		Soc Studies
	00-01	01-02	00-01	01-02	00-01	01-02	01-02
K	12	29*	14	30*	6	17	21
1	40	30*	43	41*	8	3	18
2	36	20	44	29*	19	10	31
3	21	38*	33	48*	33	55*	48*
4	30	47*	54	54*	26	52*	45*
5	8	53*	51	151*	45	137*	77*
K-5 Mean		36.14*		45.64*		45.64*	40.02
6	25	36*	19		15	28*	86*
7	16	25*	18	20	0	25*	20
8	19	20	1	42*	37	19	53*
6-8 Mean		27.22*		31.0*		24.01	52.9
9	1	20	13	188*	29	50*	54*
10	0	53*	21	177*	25	55*	58*
11	20	21	0	146*	32	89*	50*
12		42*				42*	
9-12 Mean		34.25*		170.09*		58.67*	53.92

\*Met goal

Northeast Hamilton met many of the goals it set for the students, but not all. They did not receive an award. The administration expressed disagreement with this decision stating that they should have received the award because they did make progress. They have changed their district goals for next year to remove some of the variation. For example, instead of making goals for each grade level, they are combining grade levels.

### *Compensation Plan*

The financial rewards that the staff may receive, as a result of successfully attaining the goals, will be shared between the certified and non-certified staff. Distribution will be divided between certified staff including superintendent, principal, teachers, and nurse who will receive four shares each, associates who will receive two shares each, and others including bus drivers, cooks, custodians, and secretaries who will receive one share per person. The distribution will be determined by dividing the total dollar amount awarded by the total number of shares. Shares will be prorated for part-time employees.

### *Professional Development*

The results of student assessments and other school data are reviewed and discussed schoolwide. Professional development offerings are based on a survey of staff perceived interests and needs following this discussion. This has resulted in very diverse staff development activities. Activities planned for 2001-2002 included: (a) differentiated instruction, (b) working with difficult and special students, (c) integrating technology, (d) mentorship, and (e) reviewing the math curriculum. The topics are targeted toward improving student learning; however sustained implementation, feedback, and supervised trials were not evident. The study of a new approach to staff evaluations which focuses on student achievement, demonstrated professional growth, self improvement, and accountability was also planned.

### *Enablers and Detractors*

Enablers that Northeast Hamilton School has toward meeting their goals as viewed by the administration and staff:

- Ongoing monitoring of student outcomes.
- Accelerated Reader Program.
- Articulated curriculum including benchmarks.
- Data driven model employed.
- Accelerated Reader.
- Beginning in 1997, Northeast Hamilton staff has been working with Iowa State University School Improvement Office to create K-12 curriculum including assessments in language arts/reading, math, science, and social studies. SIMS III tests are constantly being updated and refined.

The administration or staff expressed no detractors that Northeast Hamilton School has toward meeting its goals.

### *Benefits and Concerns about TBVP*

Teachers indicated that the program was comfortable in that it was similar to what they have been doing, but now they will be recognized for their achievements. They expressed excitement at the possibility of this validation. The teachers talked about the curriculum and the ways it increases communication and connects learning from one level to the next. That is, what is taught in third grade impacts fifth grade

impacts ninth grade and so on. Not everyone has bought into the curriculum. A new teacher was discussed in the interview that didn't like the curriculum and didn't like the tests because he didn't feel like they measured what he was teaching. This made me wonder: (a) do the tests match the curriculum, (b) was the new teacher given the curriculum, or (c) was he properly prepared to teach the district's curriculum by the college he attended.

Opinions about TBVP were very diverse. One teacher wrote, "I hope our teachers hopefully give their best without having to rely on 'bonus' pay." While a staff member reported, "There are only a select few that I feel should benefit from this, most teachers do not deserve this bonus."

Concerns articulated included an apprehension that one teacher may feel like they have failed the school if they do not show the needed growth. Additional concerns centered on measuring the student achievement results with just one test. Teachers were concerned that the students may not understand or appreciate the importance of the exams. The principal also expressed this concern, stating that to meet the goals all things must work right. Concerns about changes in the SIMS III test were also articulated especially untried tests for new areas and moving to a computer based version.

Addition concerns were raised about the lack of parent accountability for their student's achievement. "I would like parents to do a better job at raising their kids so I don't have to do it for them."

One of the teachers interviewed saw no advantages or disadvantages. She felt that the school is continuing to do what it has always done with no changes having taken place due to TBVP.

### *Survey Results*

Table B-43  
Means and Standard Deviations for Survey Factors for All Certified Staff

Factor	Mean	Standard Deviation
Motivation	2.94	0.40
Leadership	1.96	0.52
Goals	2.98	0.47
Enablers	3.09	0.35
Value of the Program	2.28	0.47

Table B-44  
Means and Standard Deviations for Survey Items for All Certified Staff

		NE Hamilton, K-12		
Q1	12	The size of the bonus I could receive is fair.	2.67	.888
Q2	12	It is fair for teachers who increase student achievement to receive bonuses.	2.75	1.055
Q3	13	Only teachers should be included in the bonus program.	2.23	1.092
Q4	13	Our school has less chance of achieving its goals than others because of our student population.	2.77	.927
Q5	13	I receive personal satisfaction from meeting goals.	3.62	.506
Q6	12	Some teachers who do not deserve it will receive bonuses.	3.17	.718
Q7	13	It is appropriate for support staff to receive bonuses.	2.77	.927
Q8	12	I value the recognition I can receive for achieving our goals.	2.83	.835
Q9	13	I believe that if I work hard my students will meet our student achievement goals.	2.46	.776
Q10	13	I receive personal satisfaction from my students improved performance.	3.69	.480
Q11	13	A goal for team-based variable pay is to reward accomplishments in teaching.	2.62	.961
Q12	13	I will be distressed if my students do not improve.	2.46	.967
Q13	13	I am satisfied with my job.	3.23	.725
Q14	13	The possibility of earning a bonus itself motivates me to improve student achievement.	2.38	1.044
Q15	13	Parents and community members are supportive of my teaching efforts.	2.69	.751
Q16	13	Meeting student achievement goals is a source of professional pride.	3.15	.899
Q17	13	There has been adequate communication to staff about the bonus process and program.	2.23	.832
Q18	13	The principal works with us to achieve our accountability goals.	1.62	.650
Q19	13	The principal is supportive of my teaching efforts.	2.31	.855
Q20	13	I have a high likelihood of receiving a bonus.	2.73	.725
Q21	13	I am satisfied with my salary.	1.62	.768
Q22	13	A \$1000 bonus is desirable.	3.23	.832
Q23	13	If the bonus were increased to \$3000 my motivation to meet our school's goals would greatly increase.	2.85	1.068
Q24	13	There will be no penalty for schools who do not meet their objectives as a result of team-based variable pay.	3.15	1.068
Q25	13	The team-based variable pay pilot has led to a greater focus on achievement in my school.	2.38	1.044
Q26	13	Our school's student achievement goals are specific.	3.00	.577
Q27	13	The student achievement goals provide strong focus for our work.	2.62	.768
Q28	13	Our school's student achievement goals are attainable.	3.00	.707
Q29	13	I have the content knowledge needed to improve student achievement.	3.31	.480
Q30	13	I have the teaching skills needed to improve student achievement.	3.23	.439
Q31	13	There is an undo focus on helping low students improve.	2.31	1.032
Q32	13	The assessments we use to measure our goals are fair.	2.85	.801
Q33	13	Our school's student achievement goals are challenging.	3.46	.519
Q34	12	The curriculum drives what takes place in the classroom.	3.33	.778
Q35	13	I asked more from my students this year.	2.92	.954



Q36	13	Higher teacher compensation will result in higher student achievement.	1.92	.862
Q37	13	I am doing things differently as a result of the team-based variable pay pilot project.	2.15	.899
Q38	13	Students' performance will increase as a result of my school's participation in the team-based variable pay pilot program.	2.23	.832
Q39	13	My school focused more on student success as a result of team-based variable pay.	2.00	.913
Q40	12	Student achievement improved in our school during the past year.	2.83	.577
Q41	13	Teamwork in our school was increased as a result of our participation in the team-based variable pay pilot.	1.69	.480
Q42	13	Teachers work together and help each other try to improve student achievement.	2.38	.870
Q43	13	I need better understanding of student achievement data.	2.62	.650
Q44	13	Because of the emphasis on testing our curriculum has become too narrow.	2.46	.776
Q45	13	Team-based variable pay has not resulted in much change at my school.	3.00	.913
Q46	10	The principal is an academic leader in my school.	1.60	.699
Q47	13	Objectives based on standardized tests force teachers to teach the test.	2.77	.832
Q48	13	Team-based variable pay requires a lot of extra work.	2.15	1.144
Q49	13	Participation in the team-based variable pay pilot greatly increased the stress and pressure I felt this year.	2.23	1.013
Q50	12	I receive sufficient professional development at my school.	2.92	.669
Q51	13	I would work just as hard to achieve our school's accountability goals even without the possibility of receiving a bonus.	3.31	.947
Q52	12	The bonus part of the accountability program should be continued.	3.00	1.044

*Oelwein Community School District: Harlan Elementary School*

The Oelwein School District is located in Oelwein, population 6,692, in northeastern Iowa. The district serves approximately 1495 students. Three elementary schools, one middle school, and one high school are contained in the district. All buildings are located in Oelwein. Harlan has an enrollment of 130 students. Denis Rowse is the principal of Harlan Elementary and Parkside Elementary. He has been with the district for 18 years and has announced his retirement effective in June 2002. All five buildings in the Oelwein Community School District were accepted into the Team-based Variable Pay Pilot program.

According to the 2001-2002 BEDS document, at Harlan Elementary School 68 percent of the students receive free or reduced priced lunches. The minority rate is ten percent. Over half of the minority students are Hispanic. The full time equivalent of 9.28 teachers serve this building making the student to certified teacher ratio 14.0.

*The Pilot Application*

Superintendent Kent Mutchler discussed the Teacher Quality Legislation with the district administrators as information became available. The decisions to complete the pilot application were made as a district and the plans throughout the district are indistinguishable. Teachers were notified and input was encouraged, but the decision was an administrative one.

*Assessments*

The assessments administered to the students are shown in Table B-45.

Table B-45  
Assessments Administered at Harlan Elementary School

	K	1	2	3	4	5
ITBS: reading and math				Fall Spring	Fall Spring	Fall Spring
CRT: locally developed in math	X	X	X			
Emergent Literacy Survey	X					
Observation Survey		X				
Basic Reading Inventory (BRI)			X			

*Goals and Goal Results*

The school is administering the ITBS on a pre/posttest basis. In the fall the reading comprehension and math subtests will be administered. In the spring, the full battery will be completed. The goals include four targets at each grade level:

1. Reading target one: three percent of the students will move from the partially proficient category.
2. Reading target two: the number of students at the advanced level will be raised by three percent.
3. Math target one: three percent of the students will move from the partially proficient category.
4. Math target two: the number of students at the advanced level will be raised by three percent.

The plan also allows for partial attainment of the goal. Staff will receive 100 percent of the compensation if 100 percent of the goals are reached. If 100 percent of the goals are not met, but 75 percent of the goals are met, the staff will receive 75 percent of the remuneration.

Harlan met many of its goals, but did not exceed 75 percent of the goals that were needed for a financial award (see Table B-46).

Table B-46

Results of Assessments (ITBS) to Measure Goals

	Low					High				
	Fall 2001		Spring 2002		Change	Fall 2001		Spring 2002		Change
	#	%	#	%	%	#	%	#	%	%
<i>K – read</i>	15	65	11	48	-17*	1	4	3	13	9*
<i>K - math</i>	16	70	1	4	-65*	2	9	4	17	9*
<i>1<sup>st</sup> – read</i>	19	90	2	10	-81*	0	0	10	48	48*
<i>1<sup>st</sup> – math</i>	8	38	11	5	-33*	0	0	11	52	52*
<i>2<sup>nd</sup> – read</i>	10	56	7	39	-17*	2	11	5	28	17*
<i>2<sup>nd</sup> – math</i>	16	89	2	11	-78*	0	0	7	39	39*
<i>3<sup>rd</sup> – read</i>	5	28	4	22	-6*	1	6	4	22	17*
<i>3<sup>rd</sup> – math</i>	7	39	4	22	-17	1	6	4	22	17*
<i>4<sup>th</sup> – read</i>	9	47	9	47	0	2	11	4	21	11*
<i>4<sup>th</sup> – math</i>	2	11	2	11	0	2	11	0	0	-11
<i>5<sup>th</sup> – read</i>	5	28	7	39	11	1	6	1	6	0
<i>5<sup>th</sup> - math</i>	5	28	5	28	0	0	0	0	0	0

\*Met goal

### *Compensation Plan*

All certified staff at Harlan elementary will be included in the variable pay plan. Certified staff members that are part-time will be compensated by the same percentage as reflected in their contract.

### *Professional Development*

All staff has had extensive training in Early Childhood Education, Handling at Risk Students, Success 4 Social Skills, IMSeries, Rubricator, Learning Styles, Brain-Based Learning, Multiple Intelligences, Teacher Expectations and Student Achievement,

and Integrating Technology into the Curriculum. These programs were made possible through grants awarded to the school or the district.

Staff development for this year centered on Reading in the Content Areas and Mathematics across the Curriculum. AEA and local district staff members facilitated the staff development time. Additional time was scheduled for follow-up sessions within the building. No indication was given about ongoing feedback or supervised trials. Neither was evaluation criteria stated. Teachers noted that many faculty members have implemented strategies that they learned during staff development time.

### *Enablers and Detractors*

Enablers that Harlan Elementary has toward meeting their goals as viewed by the administration and staff:

- Early Childhood Grant.
- DEAR program.
- Success 4 program.
- Integration of reading and math across the curriculum including into specials such as physical education and music.
- Journaling math problems.
- Peer Assisted Learning Strategies (PAL).
- Book-It.
- RSVP Volunteers.
- Reading Recovery.
- Title I.

Detractors that Harlan Elementary has toward meeting its goals as viewed by the administration and staff:

- Great number of low socio-economic students.
- Many students lack exposure to many experiences. Many have never been out of the county.

### *Benefits and Concerns about TBVP*

Collegiality among faculty members has increased this year. One teacher stated, “I feel it has brought our staff together and encouraged sharing of ideas and materials that may otherwise not have been shared.” The TBVP pilot provided focus for the faculty on student needs and improving math and reading. The staff noted that they also liked the fact that everyone would be held accountable. The teachers reported increased reading activities such as a reading celebration and a continuous reading center which have been received enthusiastically by many of the students.

Mathematics activities have also been enhanced with storefront activities and lots of graphing activities. The staff was positive about participation in TBVP. They discussed it as a good alternative to individual merit pay.

Staff is concerned that even though students are doing better than predicted they may not meet their goal because the students could still not score in proficient level. They were also concerned that their work with standards and benchmarks was taking a lot of their time. They said that they needed the time to talk to each other and share activities.

### *Survey Results*

Table B-47

Means and Standard Deviations for Survey Factors for All Certified Staff

Factor	Mean	Standard Deviation
Motivation	3.36	0.40
Leadership	2.17	0.65
Goals	3.10	0.44
Enablers	3.28	0.23
Value of the Program	2.96	0.61

Table B-48

Means and Standard Deviations for Survey Items for All Certified Staff

		Oelwein, Harlan	Mean	Std Dev
Q1	5	The size of the bonus I could receive is fair.	3.40	.548
Q2	5	It is fair for teachers who increase student achievement to receive bonuses.	3.20	.837
Q3	5	Only teachers should be included in the bonus program.	2.40	1.140
Q4	5	Our school has less chance of achieving its goals than others because of our student population.	3.80	.447
Q5	5	I receive personal satisfaction from meeting goals.	4.00	.000
Q6	5	Some teachers who do not deserve it will receive bonuses.	2.60	1.140
Q7	5	It is appropriate for support staff to receive bonuses.	2.80	1.095
Q8	5	I value the recognition I can receive for achieving our goals.	3.10	1.342
Q9	5	I believe that if I work hard my students will meet our student achievement goals.	3.80	.447
Q10	5	I receive personal satisfaction from my students improved performance.	3.80	.447
Q11	5	A goal for team-based variable pay is to reward accomplishments in teaching.	2.60	.894
Q12	5	I will be distressed if my students do not improve.	3.40	.894
Q13	5	I am satisfied with my job.	3.40	.548
Q14	5	The possibility of earning a bonus itself motivates me to improve student achievement.	2.30	1.304
Q15	5	Parents and community members are supportive of my teaching efforts.	2.80	.837
Q16	5	Meeting student achievement goals is a source of professional pride.	3.80	.447
Q17	5	There has been adequate communication to staff about the bonus process and program.	1.80	1.095
Q18	5	The principal works with us to achieve our accountability goals.	1.50	.707
Q19	5	The principal is supportive of my teaching efforts.	3.40	.548
Q20	5	I have a high likelihood of receiving a bonus.	2.80	.447

Q21	5	I am satisfied with my salary.	3.20	.837
Q22	5	A \$1000 bonus is desirable.	3.80	.447
Q23	5	If the bonus were increased to \$3000 my motivation to meet our school's goals would greatly increase.	2.20	1.304
Q24	5	There will be no penalty for schools who do not meet their objectives as a result of team-based variable pay.	3.60	.548
Q25	5	The team-based variable pay pilot has led to a greater focus on achievement in my school.	3.00	1.000
Q26	5	Our school's student achievement goals are specific.	3.40	.548
Q27	5	The student achievement goals provide strong focus for our work.	3.40	.894
Q28	5	Our school's student achievement goals are attainable.	3.20	.837
Q29	5	I have the content knowledge needed to improve student achievement.	3.80	.447
Q30	5	I have the teaching skills needed to improve student achievement.	3.80	.447
Q31	5	There is an undo focus on helping low students improve.	2.00	1.225
Q32	5	The assessments we use to measure our goals are fair.	2.50	.866
Q33	5	Our school's student achievement goals are challenging.	3.00	.707
Q34	5	The curriculum drives what takes place in the classroom.	3.00	.707
Q35	5	I asked more from my students this year.	2.80	.837
Q36	5	Higher teacher compensation will result in higher student achievement.	2.50	.500
Q37	5	I am doing things differently as a result of the team-based variable pay pilot project.	3.00	1.000
Q38	5	Students' performance will increase as a result of my school's participation in the team-based variable pay pilot program.	3.30	.671
Q39	5	My school focused more on student success as a result of team-based variable pay.	3.40	.548
Q40	5	Student achievement improved in our school during the past year.	2.70	.837
Q41	5	Teamwork in our school was increased as a result of our participation in the team-based variable pay pilot.	2.70	.837
Q42	5	Teachers work together and help each other try to improve student achievement.	3.20	.837
Q43	5	I need better understanding of student achievement data.	3.00	.000
Q44	5	Because of the emphasis on testing our curriculum has become too narrow.	2.40	1.342
Q45	5	Team-based variable pay has not resulted in much change at my school.	1.60	.548
Q46	2	The principal is an academic leader in my school.	1.75	1.061
Q47	5	Objectives based on standardized tests force teachers to teach the test.	2.40	1.342
Q48	5	Team-based variable pay requires a lot of extra work.	3.20	.837
Q49	5	Participation in the team-based variable pay pilot greatly increased the stress and pressure I felt this year.	2.80	1.095
Q50	5	I receive sufficient professional development at my school.	3.00	.707
Q51	5	I would work just as hard to achieve our school's accountability goals even without the possibility of receiving a bonus.	3.60	.548
Q52	5	The bonus part of the accountability program should be continued.	3.50	.707

*Oelwein Community School District: Oelwein High School*

The Oelwein School District is located in Oelwein, population 6,692, in northeastern Iowa. The district serves approximately 1495 students. Three elementary schools, one middle school, and one high school are contained in the district. All buildings are located in Oelwein. Oelwein High School has an enrollment of 478 students in grades 9 through 12. Tim Gilson is the principal of Oelwein High School. He is a native of Oelwein and has been with the district for eight years. All five buildings in the Oelwein Community School District were accepted into the Team-Based Variable Pay Pilot program.

According to the 2001-2002 BEDS document, at Oelwein High School 23 percent of the students receive free or reduced priced lunches. The minority rate is one percent. The full time equivalent of 36.36 teachers serve this building making the student to certified teacher ratio 13.1.

*The Pilot Application*

Superintendent Kent Mutchler discussed the Teacher Quality Legislation with the district administrators as information became available. The decisions to complete the pilot application were made as a district and the plans throughout the district are indistinguishable. Teachers were notified and input was encouraged. A committee was formed to examine TBVP more closely and to collect the staff input. Teacher commitment was solidified and the decision was made to submit an application.

Assessments

Table B-49

*Assessments Administered at Oelwein High School*

	9	10	11	12
ITED: reading and math	Nov April	Nov April	Nov April	Nov April
Work Keys		X		
End of Course Exams	X	X	X	X

*Goals and Goal Achievement*

The school is administering the ITED on a pre/posttest basis. In the fall the reading comprehension and math subtests will be administered. In the spring, the full battery will be completed. The goals include four targets at each grade level:

1. Reading target one: three percent of the students will move from the partially proficient category.
2. Reading target two: the number of students at the advanced level will be raised by three percent.
3. Math target one: three percent of the students will move from the partially proficient category.

4. Math target two: the number of students at the advanced level will be raised by three percent.

The plan also allows for partial attainment of the goal. Staff will receive 100 percent of the compensation if 100 percent of the goals are reached. If 100 percent of the goals are not met, but 75 percent of the goals are met, the staff will receive 75 percent of the remuneration.

Although the students demonstrated growth in many areas the school did not meet 75 percent of the goals that were needed for a financial award (see Table B-50).

Table B-50  
Results of Assessments (ITED) to Measure Goals

	Low					High				
	Fall 2001		Spring 2002		Change	Fall 2001		Spring 2002		Change
	#	%	#	%	%	#	%	#	%	%
9 <sup>th</sup> - read	44	42	42	40.4	-1.9	15	14.4	12	11.5	-2.9
9 <sup>th</sup> - math	33	32	27	26	-5.8*	18	17.3	17	16.3	-1
10 <sup>th</sup> - read	30	28	32	29.9	1.9	15	14	22	20.6	6.5*
10 <sup>th</sup> - math	21	20	20	18.7	-0.9	22	20.6	22	20.6	0
11 <sup>th</sup> - read	19	18	23	21.5	3.7	23	21.5	28	26.2	4.7*
11 <sup>th</sup> - math	19	18	22	20.6	2.8	20	18.7	25	23.4	4.7*
12 <sup>th</sup> - read	20	23	17	19.5	-3.4*	10	11.5	21	24.1	12.6*
12 <sup>th</sup> - math	19	22	11	12.6	-9.2*	19	21.8	24	27.6	5.7*

\*met goal

### *Compensation Plan*

Building certified staff will share the financial rewards according to the staff member's instructional time in the High School.

### *Professional Development*

During the recent past all staff have had extensive staff development programs in Learning Styles, Brain Based Learning, Multiple Intelligences, Teacher Expectations and Student Achievement, and Integrating Technology into the Curriculum. Some of these were made possible through grants that were awarded to the school or to the district. The emphasis for professional development during the 2001-2002 school year is Reading in the Content Areas and Mathematics across the Curriculum. Both large group workshops and curriculum department follow-up workshops were completed. Teachers were then to transfer general concepts learned into specific lesson. How this program is evaluated is not clear.

### *Enablers and Detractors*

Enablers that Oelwein High School has toward meeting their goals as viewed by the administration and staff:

- Positive use of grant funds received by the district.



- Considerable systemic changes during the last eight years.
- Staff commitment and dedication.
- Work on Instructional Materials Series (IMS).

Detractors that Oelwein High School has toward meeting its goals as viewed by the administration and staff:

- Considerable systemic changes during the last eight years.

### *Benefits and Concerns about TBVP*

One staff member stated that “if we don’t get the money, we don’t get the money. It’s still win-win because we are helping kids.” Collegiality of the staff seems to be enhanced. “I like what it did to pull this school together.” Greater communication between staff members has been seen. The TBVP has been a unifying concept. Teachers interviewed also appreciated that the goals were in the reading area because “the better the student reads and understands the better they will do in my class.” The teachers also appreciated that this was something that they chose to do with no pressure from administrators or state consultants.

Teachers noted that it has not been business as usual. Every department joined in the effort to facilitate improved reading and mathematics skills. There has been change in every class! While high schools can tend to be territorial, it is not happening with this project. As the pilot progressed emphasis was less on the possibility of receiving a financial reward and more on the product of improved learning for students.

One concern noted was that it is unfortunate in education that we have to bribe teachers to do what they are supposed to do anyway. This teacher stated that this was his opinion and not necessarily the opinion of the entire staff. Another teacher noted, “I am motivated to teach regardless of financial rewards, but to be blunt, my 28-year salary is pathetic.” Another concern was that the goals were risky because they could be determined by the way the students approach the standardized test.

### *Survey Results*

Table B-51  
Means and Standard Deviations for Survey Factors for All Certified Staff

Factor	Mean	Standard Deviation
Motivation	3.21	0.34
Leadership	3.61	0.50
Goals	3.37	0.48
Enablers	3.30	0.41
Value of the Program	3.14	0.49

Table B-52  
Means and Standard Deviations for Survey Items for All Certified Staff

		Oelwein, High School	Mean	Std Dev
Q1	24	The size of the bonus I could receive is fair.	3.62	.576
Q2	24	It is fair for teachers who increase student achievement to receive bonuses.	3.25	.847
Q3	24	Only teachers should be included in the bonus program.	2.79	1.062
Q4	23	Our school has less chance of achieving its goals than others because of our student population.	2.70	.703
Q5	24	I receive personal satisfaction from meeting goals.	3.71	.464
Q6	24	Some teachers who do not deserve it will receive bonuses.	2.33	.917
Q7	24	It is appropriate for support staff to receive bonuses.	2.54	1.021
Q8	24	I value the recognition I can receive for achieving our goals.	3.21	.779
Q9	24	I believe that if I work hard my students will meet our student achievement goals.	3.17	.637
Q10	24	I receive personal satisfaction from my students improved performance.	3.58	.504
Q11	24	A goal for team-based variable pay is to reward accomplishments in teaching.	3.25	.737
Q12	24	I will be distressed if my students do not improve.	2.54	.779
Q13	24	I am satisfied with my job.	3.48	.616
Q14	24	The possibility of earning a bonus itself motivates me to improve student achievement.	2.46	.932
Q15	24	Parents and community members are supportive of my teaching efforts.	3.13	.741
Q16	24	Meeting student achievement goals is a source of professional pride.	3.54	.588
Q17	24	There has been adequate communication to staff about the bonus process and program.	3.50	.659
Q18	24	The principal works with us to achieve our accountability goals.	3.62	.576
Q19	25	The principal is supportive of my teaching efforts.	3.72	.614
Q20	23	I have a high likelihood of receiving a bonus.	3.26	.619
Q21	25	I am satisfied with my salary.	2.08	1.152
Q22	24	A \$1000 bonus is desirable.	3.75	.442
Q23	24	If the bonus were increased to \$3000 my motivation to meet our school's goals would greatly increase.	3.12	.850
Q24	24	There will be no penalty for schools who do not meet their objectives as a result of team-based variable pay.	3.17	.917
Q25	24	The team-based variable pay pilot has led to a greater focus on achievement in my school.	3.33	.803
Q26	25	Our school's student achievement goals are specific.	3.66	.515
Q27	25	The student achievement goals provide strong focus for our work.	3.22	.678
Q28	24	Our school's student achievement goals are attainable.	3.52	.541
Q29	25	I have the content knowledge needed to improve student achievement.	3.60	.500
Q30	25	I have the teaching skills needed to improve student achievement.	3.80	.408
Q31	24	There is an undo focus on helping low students improve.	1.92	.776
Q32	25	The assessments we use to measure our goals are fair.	3.08	.717
Q33	24	Our school's student achievement goals are challenging.	3.38	.576
Q34	22	The curriculum drives what takes place in the classroom.	2.91	.868
Q35	25	I asked more from my students this year.	2.96	.978

Q36	22	Higher teacher compensation will result in higher student achievement.	2.84	.918
Q37	25	I am doing things differently as a result of the team-based variable pay pilot project.	2.78	1.001
Q38	23	Students' performance will increase as a result of my school's participation in the team-based variable pay pilot program.	3.15	.665
Q39	23	My school focused more on student success as a result of team-based variable pay.	3.33	.596
Q40	20	Student achievement improved in our school during the past year.	3.20	.523
Q41	25	Teamwork in our school was increased as a result of our participation in the team-based variable pay pilot.	3.44	.712
Q42	25	Teachers work together and help each other try to improve student achievement.	3.38	.600
Q43	24	I need better understanding of student achievement data.	2.10	.884
Q44	24	Because of the emphasis on testing our curriculum has become too narrow.	1.85	.801
Q45	23	Team-based variable pay has not resulted in much change at my school.	2.09	.733
Q46	21	The principal is an academic leader in my school.	3.62	.590
Q47	23	Objectives based on standardized tests force teachers to teach the test.	2.48	.898
Q48	25	Team-based variable pay requires a lot of extra work.	2.28	.678
Q49	25	Participation in the team-based variable pay pilot greatly increased the stress and pressure I felt this year.	1.54	.611
Q50	24	I receive sufficient professional development at my school.	2.90	.978
Q51	24	I would work just as hard to achieve our school's accountability goals even without the possibility of receiving a bonus.	3.27	.642
Q52	24	The bonus part of the accountability program should be continued.	3.69	.586

*Oelwein Community School District: Oelwein Middle School*

The Oelwein School District is located in Oelwein, population 6,692, in northeastern Iowa. The district serves approximately 1495 students. Three elementary schools, one middle school, and one high school are contained in the district. All buildings are located in Oelwein. Oelwein Middle School has an enrollment of 381 students in grades 6 through 8. John Amick is the principal of Oelwein Middle School. He has been with the district for seven years. All five buildings in the Oelwein Community School District were accepted into the Team-based Variable Pay Pilot program.

According to the 2001-2002 BEDS document, at Oelwein Middle School 39 percent of the students receive free or reduced priced lunches. The minority rate is one percent. The full time equivalent of 30.2 teachers serve this building making the student to certified teacher ratio 12.6.

*The Pilot Application*

Superintendent Kent Mutchler discussed the Teacher Quality Legislation with the district administrators as information became available. The decisions to complete the pilot application were made as a district and the plans throughout the district are indistinguishable. Teachers were notified and input was encouraged, but the decision was an administrative one.

*Assessments*

Table B-53

*Assessments Administered at Oelwein Middle School*

	6	7	8
ITBS: reading and math	Nov April	Nov April	Nov April
CRT: district developed			X

*Goals and Goal Achievement*

The school is administering the ITBS on a pre/posttest basis. In the fall the reading comprehension and math subtests will be administered. In the spring, the full battery will be completed. The goals include four targets at each grade level:

1. Reading target one: three percent of the students will move from the partially proficient category.
2. Reading target two: the number of students at the advanced level will be raised by three percent.
3. Math target one: three percent of the students will move from the partially proficient category.
4. Math target two: the number of students at the advanced level will be raised by three percent.

The plan also allows for partial attainment of the goal. Staff will receive 100 percent of the compensation if 100 percent of the goals are reached. If 100 percent of the

goals are not met, but 75 percent of the goals are met, the staff will receive 75 percent of the remuneration.

Nine of the 12 goals (75%) were met making Oelwein Middle School eligible for a financial reward.

Table B-54

Results of Assessments (ITBS) to Measure Goals

	Low					High				
	Fall 2001		Spring 2002		Change	Fall 2001		Spring 2002		Change
	#	%	#	%	%	#	%	#	%	%
6 <sup>th</sup> – read	38	33	38	33	0	12	10	13	11	1
6 <sup>th</sup> – math	45	39	28	24	-15*	6	5	15	13	8*
7 <sup>th</sup> – read	33	58	30	24	-34*	24	42	20	36	-6
7 <sup>th</sup> – math	32	52	24	14	-38*	12	21	21	NA	NA*
8 <sup>th</sup> – read	41	37	38	34	-3*	12	11	16	14	4*
8 <sup>th</sup> – math	36	33	31	28	-5*	13	12	16	15	3*

\*met goal

### *Compensation Plan*

Building certified staff will share the financial rewards according to the staff member's instructional time in the Middle School.

### *Professional Development*

During the recent past all staff have had extensive staff development programs in Learning Styles, Brain Based Learning, Multiple Intelligences, Teacher Expectations and Student Achievement, and Integrating Technology into the Curriculum. Some of these were made possible through grants that were awarded to the school or to the district. The emphasis for professional development during the 2001-2002 school year is Reading in the Content Areas and Mathematics Across the Curriculum. Both large group workshops and curriculum department follow-up workshops were completed. Teachers were then to transfer general concepts learned into specific lesson plans during weekly team members. How this program is evaluated is not clear.

### *Enablers and Detractors*

Enablers that Oelwein Middle School has toward meeting their goals as viewed by the administration and staff:

- Positive use of grant funds received by the district.

No detractors were mentioned by Oelwein Middle School administration or staff.

### *Benefits and Concerns about TBVP*

A conscious effort has been made to integrate reading and math into almost all of the coursework. This has come with some apprehension on the part of the faculty. Some staff members are concerned that they do not have the expertise to do this. The professional development program focusing on this area has helped. The teachers interviewed stated that they like the modeling that was going on for kids demonstrating that reading and math skills go beyond the reading and math classroom. For example, no longer were percents seen as only a “math thing” but they are also used in the social science classroom.

One response was that this was a great thing for the state to do. They articulated that they liked the idea that they are getting a bit of a reward for working together for the good of the kids. It was noted that they were rewarded for focusing on the goals whether or not they receive a monetary reward.

The staff spoke of some increase in pressure to produce achievement in their students. They were also apprehensive about using the ITBS as a measure since it is only one day and one test. “We tried very hard to increase student achievement, but the test is a picture of just one day. I hope it was a good day.” Staff stated that they chose the test because it was already in use. They noted that there would probably be a better way to measure their goals, but with the speed necessary to get the pilot application into the state they did not explore options. Concerns were also stated about keeping the pre and posttest administration standardized. Considerable efforts have been taken to do so.

### *Survey Results*

Table B-55

Means and Standard Deviations for Survey Factors for All Certified Staff

Factor	Mean	Standard Deviation
Motivation	2.99	0.58
Leadership	3.19	0.55
Goals	3.05	0.59
Enablers	3.25	0.41
Value of the Program	2.75	0.61

Table B-56

Means and Standard Deviations for Survey Items for All Certified Staff

		Oelwein, Middle School		
Q1	16	The size of the bonus I could receive is fair.	2.75	.931
Q2	16	It is fair for teachers who increase student achievement to receive bonuses.	2.63	.885
Q3	17	Only teachers should be included in the bonus program.	2.59	1.004
Q4	16	Our school has less chance of achieving its goals than others because of our student population.	3.16	.961
Q5	17	I receive personal satisfaction from meeting goals.	3.53	.624
Q6	17	Some teachers who do not deserve it will receive bonuses.	2.94	1.029
Q7	17	It is appropriate for support staff to receive bonuses.	2.94	.966
Q8	16	I value the recognition I can receive for achieving our goals.	3.00	.894

Q9	17	I believe that if I work hard my students will meet our student achievement goals.	2.65	.786
Q10	17	I receive personal satisfaction from my students improved performance.	3.53	.717
Q11	17	A goal for team-based variable pay is to reward accomplishments in teaching.	2.71	.985
Q12	17	I will be distressed if my students do not improve.	2.53	.800
Q13	17	I am satisfied with my job.	3.29	.772
Q14	17	The possibility of earning a bonus itself motivates me to improve student achievement.	2.35	.931
Q15	17	Parents and community members are supportive of my teaching efforts.	3.00	.866
Q16	17	Meeting student achievement goals is a source of professional pride.	3.29	.920
Q17	17	There has been adequate communication to staff about the bonus process and program.	2.88	1.054
Q18	17	The principal works with us to achieve our accountability goals.	3.29	.686
Q19	17	The principal is supportive of my teaching efforts.	3.53	.624
Q20	17	I have a high likelihood of receiving a bonus.	2.47	.717
Q21	17	I am satisfied with my salary.	2.24	.903
Q22	16	A \$1000 bonus is desirable.	3.50	.516
Q23	16	If the bonus were increased to \$3000 my motivation to meet our school's goals would greatly increase.	3.13	.806
Q24	17	There will be no penalty for schools who do not meet their objectives as a result of team-based variable pay.	3.12	.781
Q25	17	The team-based variable pay pilot has led to a greater focus on achievement in my school.	3.06	.748
Q26	17	Our school's student achievement goals are specific.	3.47	.624
Q27	17	The student achievement goals provide strong focus for our work.	3.00	.866
Q28	17	Our school's student achievement goals are attainable.	2.88	.928
Q29	17	I have the content knowledge needed to improve student achievement.	3.47	.624
Q30	17	I have the teaching skills needed to improve student achievement.	3.65	.493
Q31	16	There is an undo focus on helping low students improve.	2.19	.834
Q32	17	The assessments we use to measure our goals are fair.	2.53	.800
Q33	16	Our school's student achievement goals are challenging.	3.31	.602
Q34	17	The curriculum drives what takes place in the classroom.	3.00	.500
Q35	17	I asked more from my students this year.	2.59	.870
Q36	16	Higher teacher compensation will result in higher student achievement.	2.37	.619
Q37	17	I am doing things differently as a result of the team-based variable pay pilot project.	2.65	.862
Q38	17	Students' performance will increase as a result of my school's participation in the team-based variable pay pilot program.	2.47	.800
Q39	17	My school focused more on student success as a result of team-based variable pay.	2.91	.755
Q40	14	Student achievement improved in our school during the past year.	2.71	.914
Q41	17	Teamwork in our school was increased as a result of our participation in the team-based variable pay pilot.	2.79	.885
Q42	17	Teachers work together and help each other try to improve	3.18	.809

		student achievement.		
Q43	16	I need better understanding of student achievement data.	2.19	1.109
Q44	17	Because of the emphasis on testing our curriculum has become too narrow.	2.12	.697
Q45	15	Team-based variable pay has not resulted in much change at my school.	2.43	.904
Q46	9	The principal is an academic leader in my school.	2.89	.601
Q47	17	Objectives based on standardized tests force teachers to teach the test.	2.74	.793
Q48	17	Team-based variable pay requires a lot of extra work.	2.65	.606
Q49	15	Participation in the team-based variable pay pilot greatly increased the stress and pressure I felt this year.	2.40	.986
Q50	16	I receive sufficient professional development at my school.	3.13	.619
Q51	17	I would work just as hard to achieve our school's accountability goals even without the possibility of receiving a bonus.	3.24	.752
Q52	16	The bonus part of the accountability program should be continued.	3.28	.930



*Oelwein Community School District: Parkside Elementary School*

The Oelwein School District is located in Oelwein, population 6,692, in northeastern Iowa. The district serves approximately 1495 students. Three elementary schools, one middle school, and one high school are contained in the district. All buildings are located in Oelwein. Parkside is the smallest elementary with an enrollment of 112 students. Denis Rowse is the principal of Parkside Elementary and Harlan Elementary. He has been with the district for 18 years and has announced his retirement effective in June 2002. All five buildings in the Oelwein Community School District were accepted into the Team-Based Variable Pay Pilot program.

According to the 2001-2002 BEDS document, at Parkside Elementary School 63 percent of the students receive free or reduced priced lunches. The minority rate is 12 percent. Over half of the minority students are Hispanic. The full time equivalent of 9.55 teachers serve this building making the student to certified teacher ratio 11.7.

*The Pilot Application*

Superintendent Kent Mutchler discussed the Teacher Quality Legislation with the district administrators as information became available. The decisions to complete the pilot application were made as a district and the plans throughout the district are indistinguishable. Teachers were notified and input was encouraged, but the decision was an administrative one. Teachers had also heard about the TBVP legislation through the local media.

*Assessments*

The assessments administered to the students are shown in Table B-57.

Table B-57

Assessments Administered at Parkside Elementary School

	K	1	2	3	4	5
ITBS: reading and math				Fall Spring	Fall Spring	Fall Spring
CRT: locally developed in math	X	X	X			
Emergent Literacy Survey	X					
Observation Survey		X				
Basic Reading Inventory (BRI)			X			

*Goals and Goal Results*

The school is administering the ITBS on a pre/posttest basis. In the fall the reading comprehension and math subtests will be administered. In the spring, the full battery will be completed. The goals include four targets at each grade level:

1. Reading target one: three percent of the students will move from the partially proficient category.
2. Reading target two: the number of students at the advanced level will be raised by three percent.
3. Math target one: three percent of the students will move from the partially proficient category.
4. Math target two: the number of students at the advanced level will be raised by three percent.

The plan also allows for partial attainment of the goal. Staff will receive 100 percent of the compensation if 100 percent of the goals are reached. If 100 percent of the goals are not met, but 75 percent of the goals are met, the staff will receive 75 percent of the remuneration.

Eighteen of the 24 goals (75%) were met making Parkside eligible for a financial reward.

Table B-58

## Results of Assessments (ITBS) to Measure Goals

	Low					High				
	Fall 2001		Spring 2002		Change	Fall 2001		Spring 2002		Change
	#	%	#	%	%	#	%	#	%	%
K – read	13	72	7	39	-33*	0	0	3	17	17*
K - math	7	39	0	0	-39*	3	17	13	72	56*
1 <sup>st</sup> – read	11	61	2	11	-50*	0	0	10	56	56*
1 <sup>st</sup> – math	5	28	1	6	-28*	0	0	10	56	56*
2 <sup>nd</sup> – read	12	60	1	3	-57*	2	17	14	70	53*
2 <sup>nd</sup> – math	15	75	1	5	-70*	0	0	17	85	85*
3 <sup>rd</sup> – read	10	50	7	35	-15*	0	0	3	15	15*
3 <sup>rd</sup> – math	12	60	14	70	10	2	10	1	5	-5
4 <sup>th</sup> – read	5	25	6	30	5	3	15	1	5	-10
4 <sup>th</sup> – math	8	13	6	10	-3*	1	2	3	5	3*
5 <sup>th</sup> – read	8	36	8	36	0	1	5	5	23	18*
5 <sup>th</sup> - math	9	39	6	26	-13*	4	17	3	13	-4

\*met goal

### *Compensation Plan*

All certified staff at Parkside elementary will be included in the variable pay plan. Certified staff members that are part-time will be compensated by the same percentage as reflected in their contract.

### *Professional Development*

All staff has had extensive training in Early Childhood Education, Handling at Risk Students, Success 4 Social Skills, IMSeries, Rubricator, Learning Styles, Brain-Based Learning, Multiple Intelligences, Teacher Expectations and Student Achievement,

and Integrating Technology into the Curriculum. These programs were made possible through grants awarded to the school or the district.

Staff development for this year centered on Reading in the Content Areas and Mathematics across the Curriculum. AEA and local district staff members facilitated the staff development time. Additional time was scheduled for follow-up sessions within the building. No indication was given about ongoing feedback or supervised trials. Neither was evaluation criteria stated. Teachers also noted that a considerable amount of professional development is accomplished individually by teachers.

### *Enablers and Detractors*

Enablers that Parkside Elementary has toward meeting their goals as viewed by the administration and staff:

- Homogeneous population of low students.
- Early Childhood Grant.
- DEAR program.

Detractors that Parkside Elementary has toward meeting its goals as viewed by the administration and staff:

- Great number of low socio-economic students.
- Considerable numbers of the students come from dysfunctional families.

### *Benefits and Concerns about TBVP*

Collegiality among faculty members has increased this year. The TBVP pilot provided focus for the faculty on improving math and reading. The staff members appreciated that the program was for the teachers to get a reward.

Staff members feel that the anxiety level of the teachers has increased this year. Teachers felt somewhat in the dark about what the central administration is trying to accomplish. Staff is concerned that even though students are doing better than predicted they may not meet their goal because the students will not score in the proficient level. Additionally, teachers expressed concerns that the upcoming leadership change (both the superintendent and the building principal will be new next year) may not be positive. Some staff articulated concerns that their positions would not continue for the next school year. Funding resources for next year continue to be a problem.

Teachers felt that sufficient funding for teachers and for schools should be provided without a program like TBVP. They were not sure that it was proper for pay to be based this way. The teachers were proud of performance in the past in Iowa. They felt that their students were not as motivated as students in Ames or Cedar Falls were due to lower socio-economic status and ability levels.

Another concern was the outside variables affecting student performance. “It is very difficult to increase scores of students from families who do not value education and from students with many learning disabilities and low IQ’s.”

### *Survey Results*

Table B-59

Means and Standard Deviations for Survey Factors for All Certified Staff

Factor	Mean	Standard Deviation
Motivation	3.16	0.73
Leadership	2.10	0.60
Goals	2.96	0.55
Enablers	3.46	0.31
Value of the Program	2.69	0.77

Table B-60

Means and Standard Deviations for Survey Items for All Certified Staff

		Oelwein, Parkside	Mean	Std Dev
Q1	4	The size of the bonus I could receive is fair.	3.00	1.414
Q2	5	It is fair for teachers who increase student achievement to receive bonuses.	2.60	.894
Q3	5	Only teachers should be included in the bonus program.	3.20	1.095
Q4	5	Our school has less chance of achieving its goals than others because of our student population.	3.80	.447
Q5	5	I receive personal satisfaction from meeting goals.	3.40	.894
Q6	5	Some teachers who do not deserve it will receive bonuses.	2.80	1.304
Q7	5	It is appropriate for support staff to receive bonuses.	2.60	1.140
Q8	5	I value the recognition I can receive for achieving our goals.	2.80	1.095
Q9	5	I believe that if I work hard my students will meet our student achievement goals.	3.20	.837
Q10	5	I receive personal satisfaction from my students improved performance.	3.60	.548
Q11	5	A goal for team-based variable pay is to reward accomplishments in teaching.	2.60	1.140
Q12	5	I will be distressed if my students do not improve.	3.20	.837
Q13	5	I am satisfied with my job.	3.60	.548
Q14	5	The possibility of earning a bonus itself motivates me to improve student achievement.	2.60	1.342
Q15	5	Parents and community members are supportive of my teaching efforts.	3.40	.548
Q16	5	Meeting student achievement goals is a source of professional pride.	3.40	.894
Q17	5	There has been adequate communication to staff about the bonus process and program.	2.20	1.095
Q18	5	The principal works with us to achieve our accountability goals.	1.80	.837
Q19	5	The principal is supportive of my teaching efforts.	2.40	1.342
Q20	4	I have a high likelihood of receiving a bonus.	3.50	.577
Q21	5	I am satisfied with my salary.	2.80	1.304
Q22	5	A \$1000 bonus is desirable.	3.60	.548
Q23	5	If the bonus were increased to \$3000 my motivation to meet	2.40	1.140

		our school's goals would greatly increase.		
Q24	5	There will be no penalty for schools who do not meet their objectives as a result of team-based variable pay.	3.00	1.000
Q25	5	The team-based variable pay pilot has led to a greater focus on achievement in my school.	3.20	.837
Q26	5	Our school's student achievement goals are specific.	3.40	.548
Q27	5	The student achievement goals provide strong focus for our work.	3.20	.447
Q28	5	Our school's student achievement goals are attainable.	3.00	.707
Q29	5	I have the content knowledge needed to improve student achievement.	3.60	.548
Q30	5	I have the teaching skills needed to improve student achievement.	3.60	.548
Q31	4	There is an undo focus on helping low students improve.	2.25	.500
Q32	5	The assessments we use to measure our goals are fair.	2.00	1.000
Q33	5	Our school's student achievement goals are challenging.	3.20	.837
Q34	2	The curriculum drives what takes place in the classroom.	3.00	.000
Q35	5	I asked more from my students this year.	3.00	1.000
Q36	5	Higher teacher compensation will result in higher student achievement.	2.00	1.000
Q37	5	I am doing things differently as a result of the team-based variable pay pilot project.	2.20	1.095
Q38	4	Students' performance will increase as a result of my school's participation in the team-based variable pay pilot program.	2.50	1.291
Q39	5	My school focused more on student success as a result of team-based variable pay.	2.80	1.304
Q40	4	Student achievement improved in our school during the past year.	3.25	.957
Q41	5	Teamwork in our school was increased as a result of our participation in the team-based variable pay pilot.	2.60	.548
Q42	5	Teachers work together and help each other try to improve student achievement.	2.80	.447
Q43	5	I need better understanding of student achievement data.	2.40	1.342
Q44	5	Because of the emphasis on testing our curriculum has become too narrow.	2.20	.837
Q45	5	Team-based variable pay has not resulted in much change at my school.	2.00	.707
Q46	2	The principal is an academic leader in my school.	2.00	1.414
Q47	5	Objectives based on standardized tests force teachers to teach the test.	3.00	.000
Q48	5	Team-based variable pay requires a lot of extra work.	2.80	.837
Q49	5	Participation in the team-based variable pay pilot greatly increased the stress and pressure I felt this year.	2.80	1.304
Q50	5	I receive sufficient professional development at my school.	3.40	.548
Q51	5	I would work just as hard to achieve our school's accountability goals even without the possibility of receiving a bonus.	3.60	.548
Q52	5	The bonus part of the accountability program should be continued.	3.00	1.225

*Oelwein Community School District: Wings Park Elementary School*

The Oelwein School District is located in Oelwein, population 6,692, in northeastern Iowa. The district serves approximately 1495 students. Three elementary schools, one middle school, and one high school are contained in the district. All buildings are located in Oelwein. Wings Park is by far the largest of the elementary schools with an enrollment of 394 students. Stephen Bradley is the principal of Wings Park Elementary. He has been with the district for 26 years. All five buildings in the Oelwein Community School District were accepted into the Team-based Variable Pay Pilot program.

According to the 2001-2002 BEDS document, at Harlan Elementary School 39 percent of the students receive free or reduced priced lunches. The minority rate is four percent. The full time equivalent of 30.3 teachers serve this building making the student to certified teacher ratio 13.0.

*The Pilot Application*

Superintendent Kent Mutchler discussed the Teacher Quality Legislation with the district administrators as information became available. The decisions to complete the pilot application were made as a district and the plans throughout the district are indistinguishable. Teachers were notified and input was encouraged, but the decision was an administrative one.

*Assessments*

The assessments administered to the students are shown in Table B-61.

Table B-61

Assessments Administered at Wings Park Elementary School

	K	1	2	3	4	5
ITBS: reading and math				Nov April	Nov April	Nov April
CRT: locally developed in math	X	X	X			
Emergent Literacy Survey	X					
Observation Survey		X				
Basic Reading Inventory (BRI)			X			

*Goals and Goal Results*

The school is administering the ITBS on a pre/posttest basis. In the fall the reading comprehension and math subtests will be administered. In the spring, the full battery will be completed. The goals include four targets at each grade level:

1. Reading target one: three percent of the students will move from the partially proficient category.
2. Reading target two: the number of students at the advanced level will be raised by three percent.
3. Math target one: three percent of the students will move from the partially proficient category.
4. Math target two: the number of students at the advanced level will be raised by three percent.

The plan also allows for partial attainment of the goal. Staff will receive 100 percent of the compensation if 100 percent of the goals are reached. If 100 percent of the goals are not met, but 75 percent of the goals are met, the staff will receive 75 percent of the remuneration.

Twenty of the 24 goals (83%) were met making Wings Park eligible for a financial reward (see Table B-62).

Table B-62

## Results of Assessments (ITBS) to Measure Goals

	Low					High				
	Fall 2001		Spring 2002		Change	Fall 2001		Spring 2002		Change
	#	%	#	%	%	#	%	#	%	%
<i>K – read</i>	28	57	15	32	-25*	2	4	9	19	15*
<i>K - math</i>	15	32	3	NA	NA*	8	17	37	78	61*
<i>1<sup>st</sup> – read</i>	31	57	4	7	-50*	8	11	28	52	41*
<i>1<sup>st</sup> – math</i>	22	41	5	NA	NA*	10	19	39	72	53*
<i>2<sup>nd</sup> – read</i>	12	19	1	2	-17*	2	3	14	22	19*
<i>2<sup>nd</sup> – math</i>	40	62	24	37	-25*	10	15	27	42	27*
<i>3<sup>rd</sup> – read</i>	17	33	15	29	-4	10	20	11	22	2
<i>3<sup>rd</sup> – math</i>	11	22	7	14	-8*	8	16	14	28	12*
<i>4<sup>th</sup> – read</i>	26	42	19	31	-11*	10	16	7	11	-5
<i>4<sup>th</sup> – math</i>	26	42	18	29	-13*	6	10	7	11	2
<i>5<sup>th</sup> – read</i>	22	33	19	29	-4*	8	12	15	23	11*
<i>5<sup>th</sup> - math</i>	19	29	10	15	-14*	9	14	14	21	7*

\*met goal

### *Compensation Plan*

All certified staff at Wings Park elementary will be included in the variable pay plan. Certified staff members that are part-time will be compensated by the same percentage as reflected in their contract.

### *Professional Development*

During the recent past all staff have had extensive staff development training in the Modern Red Schoolhouse, School Improvement Model of Comprehensive School Reform, Handling at Risk Students, Success 4 Social Skills, IMSeries, Rubricator,

Learning Styles, Brain Based Learning, Multiple Intelligences, Teacher Expectations and Student Achievement, and Integrating Technology into the Curriculum. Wings Park was the recipient of a Comprehensive School Reform Grant. The model that they chose for reform is the Modern Red Schoolhouse. The emphasis for professional development during the 2001-2002 school year follows this model.

### *Enablers and Detractors*

Enablers that Wings Park Elementary has toward meeting their goals as viewed by the administration and staff:

- Modern Red Schoolhouse.
- Supplemental kindergarten program.
- Reading Recovery.
- Title I.
- Accelerated Reader.
- DEAR time.
- Expanded guided reading time.
- Active RSVP program.
- Americorp worker.
- Read a Million Minutes.
- Book-It.
- Enhanced use of the computer lab.
- Network television link.
- Emphasis on maintaining a good core program throughout the changes that Oelwein has undergone during the last decade.

Detractors that Wings Park Elementary has toward meeting its goals as viewed by the administration and staff:

- Declining enrollment.
- Use of a new, unknown ITBS.

### *Benefits and Concerns about TBVP*

TBVP is seen as an opportunity for additional financial support. The staff said that they were pretty focused on achievement of all children before committing to the pilot project. The main change that they have seen is that they feel more like they are working together as a school wide team. They have been very happy with the impact that the Modern Red Schoolhouse has had and see the pilot program as a good complement. Staff expressed that their ultimate goal was child success. They noted that the TBVP gave them an extra boost of awareness with no extra pressure placed on the kids. Others took a different view of TBVP. "I have been very insulted about this whole concept. It seems to be the premise that I, as an educator, do not give my utmost in order to have the children in my class succeed, but if I'm given more money, I will value their success more."



The principal was concerned that the emphasis be on ways to improve reading and math rather than ways to improve reading and math scores. Teachers expressed the concern that the way that the goals are written a student could have tremendous growth and still not make it to the proficient category, and not help them meet their goals. Teachers were also concerned that the pilot project could have been thought out a bit more if the pilot application had not been so hurried. The staff expressed apprehension about the dynamics that will be involved if one building doesn't meet the district goals, but the others do or if one teacher doesn't meet the district goals, but the others do. Concerns were also noted about the continuity of TBVP.

### *Survey Results*

Table B-63

Means and Standard Deviations for Survey Factors for All Certified Staff

Factor	Mean	Standard Deviation
Motivation	3.17	0.41
Leadership	2.78	0.88
Goals	3.10	0.50
Enablers	3.37	0.30
Value of the Program	2.74	0.61

Table B-64

Means and Standard Deviations for Survey Items for All Certified Staff

	N	Oelwein, Wings Park	Means	Std Dev
Q1	22	The size of the bonus I could receive is fair.	2.86	.774
Q2	24	It is fair for teachers who increase student achievement to receive bonuses.	2.50	.978
Q3	24	Only teachers should be included in the bonus program.	2.29	.955
Q4	24	Our school has less chance of achieving its goals than others because of our student population.	2.92	.830
Q5	24	I receive personal satisfaction from meeting goals.	3.71	.464
Q6	24	Some teachers who do not deserve it will receive bonuses.	2.31	1.082
Q7	23	It is appropriate for support staff to receive bonuses.	3.04	.878
Q8	24	I value the recognition I can receive for achieving our goals.	2.75	1.073
Q9	24	I believe that if I work hard my students will meet our student achievement goals.	2.79	.833
Q10	24	I receive personal satisfaction from my students improved performance.	3.92	.282
Q11	24	A goal for team-based variable pay is to reward accomplishments in teaching.	2.92	.830
Q12	24	I will be distressed if my students do not improve.	2.96	.908
Q13	24	I am satisfied with my job.	3.46	.779
Q14	24	The possibility of earning a bonus itself motivates me to improve student achievement.	2.33	.868
Q15	24	Parents and community members are supportive of my teaching efforts.	3.29	.751
Q16	24	Meeting student achievement goals is a source of professional pride.	3.67	.565
Q17	24	There has been adequate communication to staff about the bonus process and program.	2.46	.884

Q18	24	The principal works with us to achieve our accountability goals.	2.75	.989
Q19	24	The principal is supportive of my teaching efforts.	3.13	.992
Q20	24	I have a high likelihood of receiving a bonus.	3.04	.690
Q21	24	I am satisfied with my salary.	2.50	.933
Q22	22	A \$1000 bonus is desirable.	3.45	.739
Q23	24	If the bonus were increased to \$3000 my motivation to meet our school's goals would greatly increase.	2.75	.989
Q24	24	There will be no penalty for schools who do not meet their objectives as a result of team-based variable pay.	3.04	.908
Q25	24	The team-based variable pay pilot has led to a greater focus on achievement in my school.	2.92	.830
Q26	24	Our school's student achievement goals are specific.	3.25	.676
Q27	24	The student achievement goals provide strong focus for our work.	3.06	.838
Q28	23	Our school's student achievement goals are attainable.	3.04	.722
Q29	24	I have the content knowledge needed to improve student achievement.	3.62	.495
Q30	24	I have the teaching skills needed to improve student achievement.	3.71	.464
Q31	24	There is an undo focus on helping low students improve.	2.21	.721
Q32	24	The assessments we use to measure our goals are fair.	2.92	.717
Q33	24	Our school's student achievement goals are challenging.	3.25	.608
Q34	23	The curriculum drives what takes place in the classroom.	3.30	.765
Q35	24	I asked more from my students this year.	2.58	1.018
Q36	24	Higher teacher compensation will result in higher student achievement.	2.25	.944
Q37	24	I am doing things differently as a result of the team-based variable pay pilot project.	2.46	.977
Q38	24	Students' performance will increase as a result of my school's participation in the team-based variable pay pilot program.	2.81	.763
Q39	24	My school focused more on student success as a result of team-based variable pay.	2.85	.744
Q40	22	Student achievement improved in our school during the past year.	2.98	.626
Q41	24	Teamwork in our school was increased as a result of our participation in the team-based variable pay pilot.	2.65	.961
Q42	24	Teachers work together and help each other try to improve student achievement.	3.17	.816
Q43	24	I need better understanding of student achievement data.	2.75	.737
Q44	23	Because of the emphasis on testing our curriculum has become too narrow.	2.48	.846
Q45	23	Team-based variable pay has not resulted in much change at my school.	2.57	.788
Q46	10	The principal is an academic leader in my school.	3.00	1.247
Q47	24	Objectives based on standardized tests force teachers to teach the test.	3.12	.680
Q48	23	Team-based variable pay requires a lot of extra work.	2.26	.810
Q49	24	Participation in the team-based variable pay pilot greatly increased the stress and pressure I felt this year.	2.25	.897
Q50	24	I receive sufficient professional development at my school.	2.92	.584
Q51	24	I would work just as hard to achieve our school's accountability goals even without the possibility of receiving a bonus.	3.46	.509

Q52	24	The bonus part of the accountability program should be continued.	3.08	1.100
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*Stratford Community School District: Stratford Elementary School*

Stratford Elementary School is located in north central Iowa. The district serves 99 students grades prekindergarten through six. The district's seventh grade through twelfth grade students attend school in another district, Webster City Community School District. Sarah Binder serves as both superintendent and principal at the school. She has been with the district for nine years.

According to the 2001-2002 BEDS document, Stratford Elementary School reported that 25 percent of their student receive free or reduced priced lunches. No minority students attend this school. The full time equivalent of 11.1 teachers serve 96 students in grades kindergarten through six. The student to certified teacher ratio is 8.9.

*The Pilot Application*

The interest in the TBVP pilot program began in May when Superintendent Binder and several teachers attended an ICN presentation presented by the Iowa Department of Education. The staff discussed it and decided that their goals would not change. In August they voted to send an application. A committee of teachers met to complete the application.

*Assessments*

The assessments administered to the students are shown in Table B-65.

Table B-65  
Assessments Administered at Stratford Elementary School

	K	1	2	3	4	5	6
CBM: Reading, Math, and Science	X (no reading)	X	X	X	X	X	X
Basic Reading Inventory (BRI)	X	X	X	X	X	X	X
Six Traits of Writing	X	X	X	X	X	X	X
Integrated Learning System (ILS)	X	X	X	X	X	X	X
ITBS				X	X	X	X

*Goals and Goal Results*

The goals that the Stratford Elementary staff has set for itself are multiple. The reading goal is to increase the percent of student who read with fluency and comprehension. Indicators would be:

- 1) 80 percent of students will perform at the proficient or advanced levels on CBM;
- 2) 15 percent of students will move up from the not proficient level on CBM;
- 3) 90 percent of students will read at grade level and/or make one year's growth on the Reading Inventory (EDSR).

The math goal is to increase the percent of students who solve and compute complex problems. Indicators include:

- 1) 90 percent will make one year's growth on Integrated Learning System;
- 2) 80 percent of the students will perform at the proficient or advanced levels on CBM;
- 3) 15 percent of the students will move up from the not proficient level on the CBM;

The writing goal is to increase the percent of students who write with fluency and convention. Indicators include:

- 1) 80 percent of the students will perform at the proficient or advanced levels on CBM;
- 2) 15 percent of students will move up from the not proficient level on the CBM;
- 3) 90 percent of the students will demonstrate growth in two areas of Six Traits of Writing (ECSR).

The science goal is to increase the percent of students who solve complex problems and conduct research. Indicators include:

- 1) 80 percent of students will perform at the proficient or advanced levels on CBM;
- 2) 15 percent of students will move up from the not proficient level on CBM.

Table B-66  
Posttest Results

Test	Math			Reading		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
ILS	2	34	64*	3	48	48*
CBM	6	27	67*	11	55	35*

\*Met goals.

### *Compensation Plan*

The financial reward will be distributed equally among regular education teachers, early childhood and elementary special education teacher, teachers of students with special needs, and special teachers based on the full time equivalency of their individual contracts.

### *Professional Development*

After taking part in the Literacy Initiative for three years, the school is now working on integrating and curriculum mapping. The results of student assessments and other school data are reviewed and discussed schoolwide. Activities planned for 2001-2002 included: (a) applying comprehension strategies in the content areas, (b) action research, and (c) curriculum mapping and integration activities. The topics are

targeted toward improving student learning, however sustained implementation including supervised trials was not reported.

### *Enablers and Detractors*

Enablers that Stratford Elementary has toward meeting their goals as viewed by the administration and staff:

- Community and family involvement.
- Small class size.
- Use of a common action research model throughout the building.
- Positive climate of the building.
- Most teachers willing to do more than expected for their students.
- Teachers passionate about continuing their education.
- Early childhood program.
- Integrated interdisciplinary curriculum.
- Teachers working together as peer tutors.
- 

Detractors that Stratford Elementary has toward meeting its goals as viewed by the administration and staff:

- The goals set are more challenging at some grade levels than at others.

### *Benefits and Concerns about TBVP*

The teachers interviewed felt like TBVP would reward them for being dedicated professionals. The recognition would also be welcome.

Concerns articulated were that teachers have another hoop to jump through and more politics to play to get extra money. One teacher asked “If we say we aren’t motivated by the money, will the money go away?” Teaching is an important profession and the public perception of the profession is often distorted. Teachers can control instruction and curriculum, but there are lots of variables that influence the classroom that are beyond the control of teachers. “Teachers deserve much better pay across the board, but they don’t work harder only if they get more money. Evaluate curriculum, methods, classroom management, whatever I can control. Don’t base bonuses on what I can’t, a student’s ability and environment outside the school.”

### *Survey Results*

Table B-67  
Means and Standard Deviations for Survey Factors for All Certified Staff

Factor	Mean	Standard Deviation
Motivation	3.59	0.40
Leadership	3.60	0.24
Goals	3.40	0.58
Enablers	3.51	0.41
Value of the Program	2.79	0.52

Table B-68

## Means and Standard Deviations for Survey Items for All Certified Staff

		Stratford, Stratford Elementary	Mean	Std Dev
Q1	7	The size of the bonus I could receive is fair.	2.86	.900
Q2	7	It is fair for teachers who increase student achievement to receive bonuses.	3.43	.535
Q3	7	Only teachers should be included in the bonus program.	2.00	.577
Q4	7	Our school has less chance of achieving its goals than others because of our student population.	2.14	1.215
Q5	7	I receive personal satisfaction from meeting goals.	3.86	.378
Q6	7	Some teachers who do not deserve it will receive bonuses.	2.14	.900
Q7	7	It is appropriate for support staff to receive bonuses.	3.29	.756
Q8	7	I value the recognition I can receive for achieving our goals.	3.43	.787
Q9	7	I believe that if I work hard my students will meet our student achievement goals.	3.57	.535
Q10	7	I receive personal satisfaction from my students improved performance.	3.86	.378
Q11	7	A goal for team-based variable pay is to reward accomplishments in teaching.	3.57	.535
Q12	7	I will be distressed if my students do not improve.	3.86	.378
Q13	7	I am satisfied with my job.	3.71	.488
Q14	7	The possibility of earning a bonus itself motivates me to improve student achievement.	2.57	.535
Q15	7	Parents and community members are supportive of my teaching efforts.	3.57	.535
Q16	7	Meeting student achievement goals is a source of professional pride.	3.86	.378
Q17	7	There has been adequate communication to staff about the bonus process and program.	2.57	.976
Q18	7	The principal works with us to achieve our accountability goals.	4.00	.000
Q19	7	The principal is supportive of my teaching efforts.	4.00	.000
Q20	7	I have a high likelihood of receiving a bonus.	3.29	.488
Q21	7	I am satisfied with my salary.	2.29	.951
Q22	7	A \$1000 bonus is desirable.	3.57	.535
Q23	7	If the bonus were increased to \$3000 my motivation to meet our school's goals would greatly increase.	2.43	.535
Q24	7	There will be no penalty for schools who do not meet their objectives as a result of team-based variable pay.	3.00	1.000
Q25	7	The team-based variable pay pilot has led to a greater focus on achievement in my school.	3.14	.378
Q26	7	Our school's student achievement goals are specific.	3.43	.787
Q27	7	The student achievement goals provide strong focus for our work.	3.29	.488
Q28	7	Our school's student achievement goals are attainable.	3.57	.787
Q29	7	I have the content knowledge needed to improve student achievement.	3.71	.488
Q30	7	I have the teaching skills needed to improve student achievement.	3.71	.488
Q31	7	There is an undo focus on helping low students improve.	2.29	.951
Q32	7	The assessments we use to measure our goals are fair.	3.14	.900
Q33	7	Our school's student achievement goals are challenging.	3.57	.787
Q34	6	The curriculum drives what takes place in the classroom.	3.50	.548

Q35	7	I asked more from my students this year.	2.86	1.069
Q36	7	Higher teacher compensation will result in higher student achievement.	2.86	.900
Q37	7	I am doing things differently as a result of the team-based variable pay pilot project.	2.43	.787
Q38	7	Students' performance will increase as a result of my school's participation in the team-based variable pay pilot program.	2.71	.488
Q39	7	My school focused more on student success as a result of team-based variable pay.	2.43	.787
Q40	7	Student achievement improved in our school during the past year.	3.14	.378
Q41	7	Teamwork in our school was increased as a result of our participation in the team-based variable pay pilot.	2.57	.976
Q42	7	Teachers work together and help each other try to improve student achievement.	3.00	.816
Q43	7	I need better understanding of student achievement data.	3.14	.900
Q44	7	Because of the emphasis on testing our curriculum has become too narrow.	1.86	.690
Q45	6	Team-based variable pay has not resulted in much change at my school.	2.83	.408
Q46	5	The principal is an academic leader in my school.	3.80	.447
Q47	7	Objectives based on standardized tests force teachers to teach the test.	2.29	.951
Q48	7	Team-based variable pay requires a lot of extra work.	2.43	.976
Q49	7	Participation in the team-based variable pay pilot greatly increased the stress and pressure I felt this year.	2.29	.756
Q50	7	I receive sufficient professional development at my school.	3.00	.816
Q51	7	I would work just as hard to achieve our school's accountability goals even without the possibility of receiving a bonus.	3.29	.756
Q52	7	The bonus part of the accountability program should be continued.	3.57	.535



*Van Buren Community School District: Douds Attendance Center*

The Van Buren Community School District, located in southeastern Iowa, serves approximately 668 students from primarily the northern two-thirds of Van Buren County. Four school buildings are included in the district, Birmingham Early Childhood Center, Douds Attendance Center, Stockport Attendance Center, and the Junior/Senior High School located in Keosauqua. The two elementary schools were accepted into the Team-Based Variable Pay Pilot and this report centers on the Douds Attendance Center. The same principal, Charles Russell, serves both elementary buildings. Mr. Russell has been employed with the district for 22 years. The two elementary schools, serving students in grades kindergarten through six, are strikingly similar in demographics. The schools are located in small towns about 20 miles apart in northern Van Buren County. Douds Attendance Center is located in an unincorporated area.

According to the 2001-2002 BEDS document, Douds Attendance Center reported a student enrollment of 156 with 30 percent of the students receiving free or reduced priced lunches. Their minority rate was recorded as two percent. The full time equivalent of 13 certified teachers serve this building making the certified teacher to student ratio 12.0.

*The Pilot Application*

After attending a meeting where the Teacher Quality Bill was discussed, Mr. Russell visited informally with staff in the building inquiring as to whether or not they would be interested in applying for the Pilot Program. Karen Stinson, School Improvement Director and Associate Superintendent, also discussed the program with the staff. Mr. Russell stated that the staff agreed with the concept. According to the teachers, they were affirmed and excited about the possibility. In order to show their agreement, the teachers signed off on a form expressing their willingness to participate in the Pilot Project. Dr. Stinson, completed the proposal. Dr. Stinson presented the request to the board on September 17, 2001 where it was approved.

*Assessments*

The assessments administered to the students are the same at both of the elementary sites (see Table B-69).

Table B-69

Assessments Administered at Douds Attendance Center

	K	1	2	3	4	5	6
ITBS: Reading, Math, Science			Nov	Nov	Nov	Nov	Nov
Brigance Reading Assessment	Oct Jan						
CBM: Reading fluency and comprehension		Oct Jan April	Oct Jan April	Oct Jan April	Oct Jan April	Oct Jan April	Oct Jan April
CBM: Math facts		Oct Jan April	Oct Jan April	Oct Jan April	Oct Jan April	Oct Jan April	Oct Jan April
QELDRA Literacy	Oct May	Oct May	Oct May	Oct May	Oct May		

ITBS results for the 2000-01 and 2001-02 school years are shown below. The Math Computation subtest is included because it is the subtest that measures the goal regarding computation. Note that this math subtest is not included in the Mathematics Total score.

Table B-70

ITBS results for 2000-01 and 2001-02 (Fall National Student Norms)

Grade	Reading Comprehension		Mathematics		Math Computation	
	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02
2 <sup>nd</sup>	166.7 (2.5)	171.4 (3.1)	157.9 (2.4)	169.2 (2.8)	156.6 (2.4)	156.4 (2.3)
3 <sup>rd</sup>	190.7 (4.2)	183.2 (3.7)	177.0 (3.4)	174.6 (3.1)	185.1 (3.9)	179.0 (3.1)
4 <sup>th</sup>	202.3 (4.9)	218.8 (6.2)	198.6 (4.7)	198.9 (4.7)	193.8 (4.5)	194.6 (4.5)
5 <sup>th</sup>	212.8 (5.8)	225.7 (6.7)	205.8 (5.3)	222.2 (6.4)	205.4 (5.3)	212.5 (5.7)
6 <sup>th</sup>	233.0 (7.4)	229.0 (6.9)	225.1 (6.7)	223.9 (6.5)	230.9 (7.3)	228.8 (7.0)

### *Goals and Goal Achievement*

Douds and Stockport Attendance Centers have the same Annual Improvement Goals for 2001-2002. Both chose to use these goals to measure their success on the TBVP Pilot with the change that for this project the goal will be extended to include all students. The goals submitted on their proposal application were amended at the request of the state consultant who deemed the goals not rigorous enough for participation in the project. The amended goals and results are:

- (1) Students in the building will make at least one year's growth on the ITBS in reading comprehension and mathematics total. The building as a whole was chosen as the unit of measure because of the highly variable scores of the small classes. This was increased from the original goal of an eight month mean

increase by students. This goal was met as shown in Table B-71. All individual classes improved by a grade equivalent of at least one year except in grade three mathematics.

Table B-71

## Iowa Tests of Basic Skills Comparison Using National Grade Equivalents

Grade (2001-2002)	Reading Comprehension			Math Total		
	00-01	01-02	Change	00-01	01-02	Change
3	2.5	3.8	1.3	2.4	3.1	0.7
4	4.2	6.2	2.0	3.4	4.6	1.2
5	4.9	6.9	2.0	4.7	6.1	1.4
6	5.8	7.1	1.3	5.3	6.5	1.2
Building			1.65*			1.13*

\*Met goal

- (2) Students in the building will average at least “their improvement factor” of number of words read per minute or digits correct on their curriculum-based (CBM) measurement in reading and mathematics. For example, in reading the scores are examined to see if students increase in the number of words read per minute (even though the material read becomes slightly more difficult). According to Karen Stinson, the district curriculum director, the improvement factors were based on research from *Reading Problems, Assessment, and Teaching Strategies* published by Alyn and Bacon of Boston, Massachusetts and *Psychology Review*, 1993, volume one. Students are only included if they were in the building when the pretest was administered in October. In 2000-2001, 95% of students showed growth on CBMs in fourth grade.

Table B-72

## Curriculum Based Measurement, Reading Fluency

Grade	Pretest	Posttest	3 Yr Mean Gain	Gain
1	7.9	37.6	24.3	29.7
2	60.7	94.6	24.7	33.9
3	62.8	103.2	36.2	40.4
4	96.4	148.3	37.5	51.9
5	110.2	146.2	30.3	36.0
6	129.7	141.3	6.0	11.6
Mean	78.0		26.5	33.9*

\*Met goal.

Table B-73

## Curriculum Based Measurement, Math Digits Correct

<i>Grade</i>	<i>Pretest</i>	<i>Posttest</i>	<i>3 Yr Mean Gain</i>	<i>Gain</i>
1	1.5	13.1	12.9	11.6
2	3.6	17.5	14.9	13.9
3	10.9	16.8	8.2	5.9
4	13.9	20.6	8.9	6.7
5	23.3	36.6	8.6	13.3
6	24.9	39.2	4.2	14.3
Mean	13.0	24.0	9.6	11.0*

\*Met goal.

### *Compensation Plan*

All certified staff and teacher associates will share equally in the bonus if they achieve their building goals. Part-time staff will receive amounts prorated to the amount of time that they are assigned to the building.

### *Staff Development*

Staff development is administered in ten doses during the year. Abbreviating the school day provides most of the time for staff development. The topics range from assessment results to technology to motivating students. About 50 percent of the time the staff development consists of an outside speaker. This researcher observed an in-service on technology integration. The speaker was informative, motivational, and kept the attention of the staff. However, if the goal was to improve student learning, it was peripheral rather than central focus. The training was one shot rather than sustained. No evidence that the presentation would promote continuous inquiry and improvement was seen.

In my first interview with Mr. Russell he addressed the shortcomings of the staff development program stating that is was a part that “we need to definitely improve on.” He discussed the fact that the day is packed and doesn’t allow time to get the teachers together. Also, because the centers are 20 miles apart it is difficult to have grade level meetings. Of the nine after school in-services each year, two of them are completed in the building.

### *Enablers and Detractors*

Enablers that Douds Attendance Center has toward meeting its goals as viewed by the administration and staff:

- Kindergarten Boost: a program of increased first grade readiness for students whose skills are behind their classmates.
- A looping program for kindergarten and first grade classrooms.
- Homogeneous, multiage reading groups in grades one and two.
- First grade and fourth grade buddies that listen to each other read.

- Student led conferences.
- High parental involvement in conferences.
- Accelerated Reader program in grades two through six.
- Curriculum-based assessments administered three times each year.
- Reinforcement from the Title I Program.
- The addition of two intervention staff members.
- Preschool and prekindergarten programs.

Detractors that Douds Attendance Center staff has identified toward meeting its goals as viewed by the administration and staff include:

- Need to improve their staff development program.
- Time.
- Impact of home-schooled and open-enrolled students on the testing process and results.
- High incidence of at-risk students.

### *Benefits and Concerns about TBVP*

Recognition for doing a good job was the number one benefit discussed by the teachers. They felt affirmed by their participation in TBVP. “I like being part of a team where student achievement is praised and recognized by all staff, certified and noncertified.” The teachers noted that the pilot was not “shoved down their throat,” but rather they chose to participate. Also discussed was the opportunity to share with other schools the programs and activities that they have worked hard to implement. The teachers also discussed the incentive that TBVP provides for the staff to work together as a group to focus on achievement for each child. They noted that their working together, from the teacher to the guidance counselor to the custodian, pays off for their students. The team interviewed stated that they could think of no drawbacks to TBVP. The teachers expressed their displeasure that the funding for the project will not be continued.

### *Survey Results*

Table B-74

Means and Standard Deviations for Survey Factors for All Certified Staff

Factor	Mean	Standard Deviation
Motivation	3.44	0.39
Leadership	3.98	0.07
Goals	3.96	0.16
Enablers	3.60	0.08
Value of the Program	3.37	0.30

Table B-75

Means and Standard Deviations for Survey Items for All Certified Staff

	N	Van Buren, Douds	Means	Std Dev
Q1	12	The size of the bonus I could receive is fair.	3.92	.289

Q2	13	It is fair for teachers who increase student achievement to receive bonuses.	3.73	.525
Q3	14	Only teachers should be included in the bonus program.	1.07	.267
Q4	14	Our school has less chance of achieving its goals than others because of our student population.	1.14	.535
Q5	14	I receive personal satisfaction from meeting goals.	3.79	.802
Q6	14	Some teachers who do not deserve it will receive bonuses.	1.00	.000
Q7	14	It is appropriate for support staff to receive bonuses.	4.00	.000
Q8	14	I value the recognition I can receive for achieving our goals.	3.79	.802
Q9	14	I believe that if I work hard my students will meet our student achievement goals.	2.86	.535
Q10	14	I receive personal satisfaction from my students improved performance.	3.93	.267
Q11	14	A goal for team-based variable pay is to reward accomplishments in teaching.	4.00	.000
Q12	14	I will be distressed if my students do not improve.	3.86	.363
Q13	14	I am satisfied with my job.	3.93	.267
Q14	14	The possibility of earning a bonus itself motivates me to improve student achievement.	1.07	.267
Q15	14	Parents and community members are supportive of my teaching efforts.	4.00	.000
Q16	14	Meeting student achievement goals is a source of professional pride.	3.79	.802
Q17	14	There has been adequate communication to staff about the bonus process and program.	4.00	.000
Q18	13	The principal works with us to achieve our accountability goals.	4.00	.000
Q19	13	The principal is supportive of my teaching efforts.	4.00	.000
Q20	13	I have a high likelihood of receiving a bonus.	3.62	.870
Q21	14	I am satisfied with my salary.	1.71	.825
Q22	14	A \$1000 bonus is desirable.	4.00	.000
Q23	14	If the bonus were increased to \$3000 my motivation to meet our school's goals would greatly increase.	1.21	.802
Q24	14	There will be no penalty for schools who do not meet their objectives as a result of team-based variable pay.	1.50	.855
Q25	14	The team-based variable pay pilot has led to a greater focus on achievement in my school.	3.71	.469
Q26	14	Our school's student achievement goals are specific.	4.00	.000
Q27	14	The student achievement goals provide strong focus for our work.	3.93	.267
Q28	14	Our school's student achievement goals are attainable.	3.93	.267
Q29	14	I have the content knowledge needed to improve student achievement.	4.00	.000
Q30	14	I have the teaching skills needed to improve student achievement.	4.00	.000
Q31	14	There is an undo focus on helping low students improve.	1.50	.855
Q32	14	The assessments we use to measure our goals are fair.	4.00	.000
Q33	14	Our school's student achievement goals are	3.93	.267

		challenging.		
Q34	14	The curriculum drives what takes place in the classroom.	3.00	.392
Q35	14	I asked more from my students this year.	3.64	.842
Q36	14	Higher teacher compensation will result in higher student achievement.	2.93	.616
Q37	14	I am doing things differently as a result of the team-based variable pay pilot project.	2.93	.730
Q38	14	Students' performance will increase as a result of my school's participation in the team-based variable pay pilot program.	3.07	.267
Q39	14	My school focused more on student success as a result of team-based variable pay.	3.00	.392
Q40	14	Student achievement improved in our school during the past year.	4.00	.000
Q41	14	Teamwork in our school was increased as a result of our participation in the team-based variable pay pilot.	3.00	.392
Q42	14	Teachers work together and help each other try to improve student achievement.	4.00	.000
Q43	14	I need better understanding of student achievement data.	1.50	.519
Q44	14	Because of the emphasis on testing our curriculum has become too narrow.	1.57	.514
Q45	14	Team-based variable pay has not resulted in much change at my school.	1.43	.646
Q46	14	The principal is an academic leader in my school.	3.93	.267
Q47	14	Objectives based on standardized tests force teachers to teach the test.	1.43	.852
Q48	14	Team-based variable pay requires a lot of extra work.	1.07	.267
Q49	14	Participation in the team-based variable pay pilot greatly increased the stress and pressure I felt this year.	1.00	.000
Q50	14	I receive sufficient professional development at my school.	3.00	.000
Q51	14	I would work just as hard to achieve our school's accountability goals even without the possibility of receiving a bonus.	3.79	.802
Q52	14	The bonus part of the accountability program should be continued.	4.00	.000

*Van Buren Community School District: Stockport Attendance Center*

The Van Buren Community School District, located in southeastern Iowa, serves approximately 668 students from primarily the northern two-thirds of Van Buren County. Four school buildings are included in the district, Birmingham Early Childhood Center, Douds Attendance Center, Stockport Attendance Center, and the Junior/Senior High School located in Keosauqua. The two elementary schools were accepted into the TBVP Pilot and this report centers on the Stockport Attendance Center. The same principal, Charles Russell, serves both elementary schools. Mr. Russell has been employed with the district for 22 years. The elementary schools, serving students in kindergarten through sixth grade, are strikingly similar in demographics. The schools are located in small towns about 20 miles apart in northern Van Buren County. The 2000 census reports a population of 284 for Stockport.

According to the 2001-2002 BEDS document, Stockport Attendance Center reported a student enrollment of 168 with 33 percent of the students receiving free or reduced price lunches. The minority rate for Stockport was recorded as one percent. The full time equivalent of 13.5 certified teachers serve this building making the student to certified teacher ratio 12.4.

*The Pilot Application*

After attending a meeting where the Teacher Quality Bill was discussed, Mr. Russell visited informally with staff in the building inquiring as to whether or not they would be interested in applying for the Pilot Program. Karen Stinson, School Improvement Director and Associate Superintendent, also discussed the program with the staff. Mr. Russell stated that the staff agreed with the concept. The teachers expressed that it would be a good way to examine their accomplishments and acknowledge the many things they were doing for students. In order to show their agreement, the teachers signed off on a form expressing their willingness to participate in the Pilot Project. Dr. Stinson, completed the proposal. Dr. Stinson also presented the request to the board on September 17, 2001 where it was approved. The staff also noted that they were surprised to be chosen to participate in TBVP.

*Assessments*

The assessments administered to the students are the same at both of the elementary sites (see Table B-76).

Table B-76  
Assessments Administered at Stockport Attendance Center

	K	1	2	3	4	5	6
ITBS: Reading, Math, Science			Nov	Nov	Nov	Nov	Nov
Brigance	Oct						



Reading Assessment	Jan						
CBM: Reading fluency and comprehension		Oct Jan April	Oct Jan April	Oct Jan April	Oct Jan April	Oct Jan April	Oct Jan April
CBM: Math facts		Oct Jan April	Oct Jan April	Oct Jan April	Oct Jan April	Oct Jan April	Oct Jan April
Qeldra Literacy	Oct May	Oct May	Oct May	Oct May	Oct May		

ITBS results for the 2000-01 and 2001-02 school years are shown below. The Math Computation subtest is included because it is the subtest that measures the goal regarding computation. Note that this math subtest is not included in the Mathematics Total score.

Table B-77

ITBS results for 2000-01 and 2001-02 (Fall National Student Norms)

Grade	Reading Comprehension		Mathematics		Math Computation	
	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02
2 <sup>nd</sup>	164.4 (2.6)	159.8 (2.3)	159.4 (2.4)	185.4 (2.5)	153.6 (2.2)	155.8 (2.3)
3 <sup>rd</sup>	184.0 (3.7)	186.4 (3.8)	179.9 (3.6)	179.6 (3.4)	178.2 (3.5)	180.9 (3.6)
4 <sup>th</sup>	199.7 (4.8)	215.0 (5.9)	202.1 (4.9)	210.5 (5.5)	196.5 (4.6)	200.0 (4.8)
5 <sup>th</sup>	214.9 (5.9)	221.9 (6.4)	219.7 (6.4)	213.9 (5.8)	208.3 (5.5)	217.5 (6.2)
6 <sup>th</sup>	231.0 (7.2)	228.4 (6.9)	236.1 (7.6)	236.9 (7.6)	233.0 (7.5)	237.7 (7.7)

### *Goals and Goal Achievement*

Douds and Stockport Attendance Centers have the same Annual Improvement Goals for 2001-2002. Both chose to use these goals to measure their success on the TBVP Pilot with the change that for this project the goal will be extended to include all students. The goals submitted on their proposal application were amended at the request of the state consultant who deemed the goals not rigorous enough for participation in the project. The amended goals and results are: (1) Students in the building will make at least one year's growth on the ITBS in reading comprehension and mathematics total. The building as a whole was chosen as the unit of measure because of the highly variable scores of the small classes. This was increased from the original goal of 8 months mean increase by students. This goal was met as shown in Table B-78. All classes improved by a grade equivalent of at least one year.

Table B-78

Iowa Tests of Basic Skills Comparison Using National Grade Equivalents

Grade (2001-2002)	Reading Comprehension	Math Total
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	00-01	01-02	Change	00-01	01-02	Change
3	2.6	3.8	1.2	2.4	3.4	1.0
4	3.7	6.0	2.3	3.6	5.5	1.9
5	4.8	6.6	1.8	4.9	5.9	1.0
6	5.9	7.0	1.1	6.4	7.6	1.2
Building			1.6			1.3

(2) Students in the building will average at least “their improvement factor” of number of words read per minute or digits correct on their curriculum based (CBM) measurement in reading and mathematics. For example, in reading the scores are examined to see if students increase in the number of words read per minute (even though the material read becomes slightly more difficult). According to Karen Stinson, the School Improvement Director, the improvement factors were based on research from *Reading Problems, Assessment, and Teaching Strategies* published by Alyn and Bacon of Boston, Massachusetts and *Psychology Review*, 1993, volume one. Students are only included if they were in the building when the pretest was administered in October. In 2000-2001, 95% of students showed growth on CBMs in fourth grade.

Table B-79  
Curriculum Based Measurement, Reading Fluency

Grade	Pretest	Posttest	3 Yr Mean Gain	Gain
1	24.2	52.5	25.1	28.3
2	46.2	77	20.8	30.8
3	73.6	104	29.7	30.4
4	77.1	131	40.3	53.9
5	113	147	30.8	34.0
6	131	144	3.1	13.0
Mean	77.5	90.9	24.9	31.7*

\*Met goal.

Table B-80  
Curriculum Based Measurement, Math Digits Correct

Grade	Pretest	Posttest	3 Yr Mean Gain	Gain
1	1.7	19.8	11.6	18.1
2	6.7	11.4	8.4	4.7
3	8.8	18.2	7.1	9.4
4	19.9	32.5	3.9	12.6
5	24.4	38.3	10.8	13.9
6	35.7	46.6	6.0	10.9
Mean	16.2	23.0	7.96	15.4*

\*Met goal.

*Compensation Plan*

All certified staff and teacher associates will share equally in the bonus if they achieve their building goals. Part-time staff will receive amounts prorated to the amount of time that they are assigned to the building.

### *Professional Development*

Staff development is administered in ten doses during the year. Abbreviating the school day provides most of the time for staff development. The topics range from assessment results to technology to motivating students. About 50 percent of the time the staff development consists of an outside speaker. This researcher observed an in-service on technology integration. The speaker was informative, motivational, and kept the attention of the staff. However, if the goal was to improve student learning, it was peripheral rather than central focus. The training was one shot rather than sustained. No evidence that the presentation would promote continuous inquiry and improvement was seen.

In my first interview with Mr. Russell he addressed the shortcomings of the staff development program stating that it was a part that “we need to definitely improve on.” He discussed the fact that the day is packed and doesn’t allow time to get the teachers together. Also, because the centers are 20 miles apart it is difficult to have grade level meetings. Of the nine after school in-services each year, two of them are completed at the building level.

### *Enablers and Detractors*

Enablers that the Stockport Attendance Center has toward meeting their goals as viewed by the administration and staff:

- Kindergarten Boost: a program of increased first grade readiness for students whose skills are behind their classmates.
- A looping program for kindergarten and first grade classrooms.
- Homogeneous, multiage reading groups in grades one and two.
- First grade and fourth grade buddies that listen to each other read.
- Utilization of Lightspan curriculum-based education software.
- Student led conferences.
- High parental involvement in conferences.
- Implementation of “reading night”
- Accelerated Reader program in grades two through six.
- Curriculum-based assessments administered three times each year.
- Reinforcement from the Title I Program.
- The addition of two intervention staff members.
- Dedicated paraprofessional staff.
- Preschool and prekindergarten programs.
- Supportive administrative, community, and school board.

Detractors that Stockport Attendance Center has toward meeting its goals as viewed by the administration and staff:

- Need to improve their staff development program.
- Impact of home-schooled or open-enrolled students upon the testing process and results.
- High incidence of at-risk students.
- Time. The teachers did note some creative scheduling to allow teachers to meet together to discuss reading strategies and groupings.

### *Benefits and Concerns about TBVP*

When the teachers interviewed were asked what they like about TBVP at their school, the ideas centered on collaboration and working as a team. They liked the idea that they were focused on goals for all students. The teachers expressed the feeling that the staff of their school is pulling together with no one left out. Opportunities to talk to other staff about apprehensions and successes are capitalized upon. There were no concerns about TBVP. The group stated that even if TBVP is no longer funded, they will continue to work as a team. The staff mentioned that it takes work to facilitate collaboration, but it is a better model and they do not plan to abandon it because it has produced a better school for the students. Furthermore, the burden of improving student achievement is shared rather than being the responsibility of one individual, the classroom teacher. The paraprofessional staff became even more of the team as the entire staff pulled together.

Another benefit of TBVP was that it brought the goals of student achievement to the forefront. Goals were posted in the rooms of the school building. Awareness was raised and conversations took place about the goals. The successful strategies were shared within the staff.

The staff also mentioned that they liked the fact that TBVP was a volunteer program. They also articulated displeasure that the program would not be funded next year. They expressed the concern that other schools should also be able to reap the rewards.

### *Survey Results*

Table B-81

Means and Standard Deviations for Survey Factors for All Certified Staff

Factor	Mean	Standard Deviation
Motivation	3.49	0.23
Leadership	3.92	0.12
Goals	4.00	0.00
Enablers	3.55	0.15
Value of the Program	3.50	0.15

Table B--82

Means and Standard Deviations for Survey Items for All Certified Staff

		Van Buren, Stockport	Mean	Std Dev
Q1	13	The size of the bonus I could receive is fair.	4.00	.000

Q2	13	It is fair for teachers who increase student achievement to receive bonuses.	3.46	.519
Q3	13	Only teachers should be included in the bonus program.	1.00	.000
Q4	13	Our school has less chance of achieving its goals than others because of our student population.	1.15	.555
Q5	13	I receive personal satisfaction from meeting goals.	3.92	.277
Q6	13	Some teachers who do not deserve it will receive bonuses.	1.00	.000
Q7	13	It is appropriate for support staff to receive bonuses.	4.00	.000
Q8	13	I value the recognition I can receive for achieving our goals.	3.92	.277
Q9	13	I believe that if I work hard my students will meet our student achievement goals.	3.00	.707
Q10	13	I receive personal satisfaction from my students improved performance.	3.85	.376
Q11	11	A goal for team-based variable pay is to reward accomplishments in teaching.	3.91	.302
Q12	13	I will be distressed if my students do not improve.	3.92	.277
Q13	13	I am satisfied with my job.	3.85	.376
Q14	13	The possibility of earning a bonus itself motivates me to improve student achievement.	1.23	.832
Q15	13	Parents and community members are supportive of my teaching efforts.	3.92	.277
Q16	13	Meeting student achievement goals is a source of professional pride.	3.92	.277
Q17	13	There has been adequate communication to staff about the bonus process and program.	3.69	.480
Q18	13	The principal works with us to achieve our accountability goals.	4.00	.000
Q19	13	The principal is supportive of my teaching efforts.	4.00	.000
Q20	13	I have a high likelihood of receiving a bonus.	3.77	.832
Q21	13	I am satisfied with my salary.	1.96	.660
Q22	13	A \$1000 bonus is desirable.	3.85	.555
Q23	13	If the bonus were increased to \$3000 my motivation to meet our school's goals would greatly increase.	1.46	1.127
Q24	13	There will be no penalty for schools who do not meet their objectives as a result of team-based variable pay.	1.38	.961
Q25	13	The team-based variable pay pilot has led to a greater focus on achievement in my school.	3.92	.277
Q26	13	Our school's student achievement goals are specific.	4.00	.000
Q27	13	The student achievement goals provide strong focus for our work.	4.00	.000
Q28	13	Our school's student achievement goals are attainable.	4.00	.000
Q29	13	I have the content knowledge needed to improve student achievement.	4.00	.000
Q30	13	I have the teaching skills needed to improve student achievement.	4.00	.000
Q31	13	There is an undo focus on helping low students improve.	1.08	.277
Q32	13	The assessments we use to measure our goals are fair.	4.00	.000
Q33	13	Our school's student achievement goals are challenging.	4.00	.000
Q34	12	The curriculum drives what takes place in the classroom.	3.08	.289
Q35	13	I asked more from my students this year.	3.85	.376
Q36	13	Higher teacher compensation will result in higher student achievement.	3.00	.000
Q37	13	I am doing things differently as a result of the team-based variable pay pilot project.	3.23	.439

Q38	13	Students' performance will increase as a result of my school's participation in the team-based variable pay pilot program.	3.15	.376
Q39	13	My school focused more on student success as a result of team-based variable pay.	3.15	.376
Q40	13	Student achievement improved in our school during the past year.	4.00	.000
Q41	13	Teamwork in our school was increased as a result of our participation in the team-based variable pay pilot.	3.15	.376
Q42	13	Teachers work together and help each other try to improve student achievement.	4.00	.000
Q43	13	I need better understanding of student achievement data.	1.62	.506
Q44	13	Because of the emphasis on testing our curriculum has become too narrow.	1.00	.000
Q45	13	Team-based variable pay has not resulted in much change at my school.	1.00	.000
Q46	13	The principal is an academic leader in my school.	4.00	.000
Q47	13	Objectives based on standardized tests force teachers to teach the test.	1.31	.855
Q48	13	Team-based variable pay requires a lot of extra work.	1.08	.277
Q49	13	Participation in the team-based variable pay pilot greatly increased the stress and pressure I felt this year.	1.00	.000
Q50	13	I receive sufficient professional development at my school.	2.69	.630
Q51	13	I would work just as hard to achieve our school's accountability goals even without the possibility of receiving a bonus.	3.77	.832
Q52	13	The bonus part of the accountability program should be continued.	4.00	.000